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Women and the Colleges of Applied Arts and Technology

A Report to the Ministry of
Colleges and Universities

Ministry of
Colleges and
Universities

James A. C. Auld
Minister

Gordon Parr
Deputy Minister



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WOMEN AND THE COLLEGES OF
APPLIED ARTS AND TECHNOLOGY

A REPORT TO THE MINISTRY
OF COLLEGES AND UNIVERSITIES

1975

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Page (iii)


LIST OF TABLES *

<u>Table No.</u>		<u>Page No.</u>
3	Female Enrolment in Ontario Law Schools.....	8
4	Female Enrolment in Ontario Medical Schools.	8
5	Full-time Female Faculty in Each Provincially-Assisted Ontario University, 1974-75.....	23
6	Full-time Faculty in all Provincially- Assisted Ontario Universities by Field and Sex, 1974-75.....	25

* Tables in the Statistical Appendix are listed
separately on pages 57 and 58

Page 6 should read:

Bar Graph I - Full-time Female Undergraduate Students in
Each Field 1973-74



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For your information, the following is the text of a letter sent this week by the Minister of Colleges and Universities of Ontario, the Hon. James A. C. Auld, to the Board Chairmen and Presidents of Ontario's Colleges of Applied Arts and Technology.

Ministry of
Colleges and
Universities

416/965-7625

Mowat Block
Queen's Park
Toronto Ontario

August 19, 1975

Dear

I am pleased to enclose a copy of the report WOMEN AND THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY, prepared by Lesley Lewis. I wish to extend my thanks to you and your staff for your co-operation in providing Ms. Lewis with the information requested from your college.

You will notice that the Appendix contains a brief summary of the status of women in individual colleges. The summaries include information on student enrolment patterns, staff participation rates and salaries, women's programs and status of women activities. I hope you will find this information useful in developing your positive action program for women.

The Ministry is currently reviewing Ms. Lewis' Recommended Action Plan (pages 39-43 of the report). Action has already been taken on Recommendation 1, the establishment of a position of Women's Programs Co-ordinator. This is a first step toward implementing the principles expressed in the recommendations.

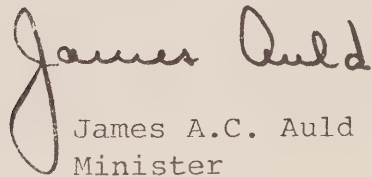
The Ministry will reject the report's Recommendation 17, which provides for financial penalties to non-complying institutions. The brunt of financial penalties would impact ultimately on the students, and it would be most inappropriate for them to be penalized.

Recommendation 7, regarding official recognition of the College Women's Committee, has already been fulfilled. The College Women's Committee became an official sub-committee of the Senior Academic Officers Committee in April 1975.

- 2 -

Although I recognize that many colleges have already undertaken some of the recommended actions, I hope you will seriously consider those which may not yet have been implemented in your college. Your leadership and support is vital to the development of a successful positive action program. I know I can rely on your continued co-operation in furthering this program to the benefit of the entire college system.

Yours truly,

James A.C. Auld
Minister

INDEX

	Preface	<u>Page</u>
Chapter 1	Introduction	2
Chapter 2	The Status of Women in the Colleges of Applied Arts and Technology in Ontario	6
	Section A - Introduction	6
	Section B - Statistical Analysis	8
	Section C - Council of Regents and Boards of Governors	30
	Section D - Areas of Concern	33
	Section E - College Women's Committee	38
Chapter 3	Recommended Action Plan	39

APPENDIX

Preface	2
Algonquin College	4
Cambrian College	11
Canadore College	18
Centennial College	25
Conestoga College	33
Confederation College	40
Durham College	48
Fanshawe College	55
George Brown College	66
Georgian College	73
Humber College	81
Lambton College	90
Loyalist College	98
Mohawk College	107
Niagara College	114
Northern College	121
St. Clair College	129
St. Lawrence College	136
Sault College	147
Seneca College	154
Sheridan College	161
Sir Sandford Fleming College	169

FOREWORD

The attached report was prepared by a consultant to the Ministry of Colleges and Universities. It contains only the views of the consultant and does not necessarily reflect the views of the Ministry.

The report will be studied within the Ministry by the Women's Advisor together with representatives of the College Affairs and Manpower Training Division and the Ontario Council of Regents.

Following this evaluation, the Ministry will develop a plan of action for the colleges to deal with those areas of concern raised by the report which merit attention and are within the Ministry's jurisdiction.

Comments regarding the report would be welcome and should be directed to:

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Women's Advisor
Ministry of Colleges and Universities
5th Floor, Mowat Block
Queen's Park, Ontario
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Telephone: (416) 965-6315

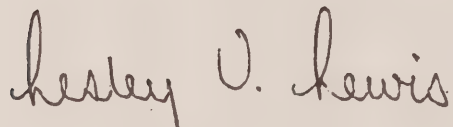
PREFACE

This report was prepared over a nine month period from June, 1974 to February, 1975. As is often the case, the fact that research on women in the college system was undertaken has led some of the community colleges and the individuals within them to reassess their own feelings and actions concerning women. Accordingly, some of the information given here is already out of date. I can only be pleased, however, when such inaccuracies in my report are revealed since these errors are due not to faulty research but to actual changes in an institution's policies and practices with respect to women.

As anyone reading this report will quickly perceive, the status of women in the Colleges of Applied Arts and Technology must change. The attached action plan recommends a specific course for such changes at all levels of policy and practice.

I regret that time did not allow me to investigate all aspects of the status of women in the college system. In particular, more attention should have been given to the question of childcare and the discriminatory application of wage and classification systems. I strongly urge individual college committees to do work in this area. I was also unable to give any attention to college librarians. Once again my only excuse is insufficient time for a very complex and diverse subject.

Finally, although my name alone appears as consultant and author of this report, my research assistant and friend, Janice Doherty made a major input at all stages of the research and writing. Her participation has been of great value to me personally and to the successful completion of this project.

A handwritten signature in cursive script that reads "Lesley V. Lewis". The signature is written in dark ink and is positioned above the printed name.

Lesley V. Lewis,
Consultant.

CHAPTER 1

INTRODUCTION

In response to growing public concern about the status of women and the Government of Ontario's increasing awareness of this issue, the Ministry of Colleges and Universities in early 1974 drew up terms of reference for a study on the status of women in the post-secondary and cultural institutions for which it is responsible. The attached report is the result of one section of this project.

The concern of the Ministry of Colleges and Universities in initiating this project was to ascertain what the status of women was in Ontario's universities, colleges and cultural agencies. Were there, in fact, anomalies between the situations of men and women? On the basis of the above, if anomalies were discovered, an action plan was to be proposed. It would suggest ways in which the Ministry could work toward the elimination of such inequities without overstepping its legally defined role.

It should be pointed out that the original terms of reference dealt only with employees of institutions and agencies. Very early in the life of the project, however, the consensus was that if students were excluded from this project, a second study dealing with them would become an inevitability. The original terms of reference, therefore, were expanded.

This report deals only with the status of women in the Colleges of Applied Arts and Technology in Ontario. Due to unavoidable delays, a report on Women and Universities will not be completed until August, 1975. With the formation of the new Ministry of Culture and Recreation, women in the cultural agencies no longer fall within the mandate of this project.

The first issue to be faced by a project dealing with the status of women must be to delineate the areas of concern. This was done as part of a lengthy process which included consultation with the staff of the College Affairs Branch of the Ministry and the community colleges and examination of relevant literature dealing with women in post-secondary education and affirmative action.

From the above, the following emerged as areas needing examination:

- (1) Students
 - (a) enrolment: are male and female students showing a similar enrolment pattern in the different programmes and divisions of colleges?
 - (b) background and aspirations: how do male and female students compare if looked at with respect to their previous experience and their plans on leaving the community college system?
 - (c) attitudes: what information is available examining attitudes concerning women students as members of the college community or as future members of the labour force?
- (2) Staff
 - (a) participation rates: are women represented in all employment categories of the college - academic and non-academic?
 - (b) salaries: does initial examination of average salaries in a staff category or sub-category reveal anomalies between men and women?
 - (c) other variables: can factors such as age, experience, or education be used to explain salary differentials? How do women and men compare on these other variables?
 - (d) personnel policies: what policies exist with regard to nepotism, day care, staff training, and professional development?
 - (e) attitudes: what are the general attitudes towards women staff members in the college?
- (3) Additional Information
 - (a) women's studies: what programmes designed to deal with issues related to the status of women are offered by colleges? Have these been designed to meet the needs of community women and through consultation with them?
 - (b) co-ordination of women's programmes: which colleges have appointed Directors of Women's Programmes to co-ordinate work in the area?
 - (c) status of women activities: what activities, if any, are individual colleges involved in with respect to the role of women in society?

Having outlined these areas for investigation, the next task was to ascertain what information was available and where. It was found that within the Ministry all necessary statistics on full-time post-secondary students and on staff could be retrieved from the data bank. With respect to other students and to attitudinal types of information, it would be necessary to deal directly with the colleges.

In late November, letters from Mr. N. Sisco, of the Council of Regents, were sent to the Chairmen of the Boards of Governors of all colleges informing them of the project. At the December meeting of the Committee of Presidents, all colleges were made aware of the objectives of the project and the information which must be acquired in order to meet those objectives. Following this, their co-operation was invited. Each president was asked to appoint a liaison person from his college whose role would be to work with project personnel on the acquisition of statistical data and other relevant material on the status of women.

The project, as originally outlined, did not include the use of a formal research questionnaire to elicit information. It was therefore crucial that each college appoint a liaison person to ensure a direct form of communication with the project. By January 5, 1975, the following contacts had been established:

Algonquin College:	Ms D. Hope
Cambrian College:	Ms C. Towne
Canadore College:	Ms E. Neelands
	Mr. D. McCubbin
Centennial College:	Ms M. Colby
Conestoga College:	Ms M. Hofstetter
Confederation College:	Ms R. Cunningham
Durham College:	Ms Joy Dell
Fanshawe College:	Ms B. Wylie
George Brown College:	Mr. Lloyd
Georgian College:	Ms L. Jones
Humber College:	Ms R. Krakauer
Lambton College:	Mr. R. Hackney
Loyalist College:	Ms L. Robinson
Mohawk College:	Ms S. Wray
Niagara College:	Ms G. Hillyer
Northern College:	Ms C. Stacey
St. Clair College:	Ms M. Maino
St. Lawrence College:	Ms D. Mohan
Sault College:	Mr. C. Rushton
Seneca College:	Mr. N. Wallis
Sheridan College:	Ms S. Wilkinson
Sir Sandford Fleming College:	Ms B. Kennedy

Although originally plans were for all colleges to be visited, this was not possible. A sample of institutions was selected, taking care to ensure representation by location,

size of community, and existence of a women's programme. Visits were made to the following colleges:

Confederation:	January 14, 1975
Fanshawe:	January 17, 1975
Humber:	January 21, 1975
Northern:	January 28, 1975
Sheridan:	January 31, 1975
St. Lawrence/Loyalist:	February 3, 1975

Meetings held at these institutions proved a valuable supplement to data available in the Ministry. In addition to these visits, all colleges were contacted by telephone. Lengthy conversations were held with the liaison people at which time statistical data was requested along with any other relevant information.

As can be seen, the resulting report is a lengthy one. In large part this was due to the high level of co-operation and interest shown at most colleges. The colleges can be placed on a spectrum showing differing levels of involvement, with some institutions exhibiting a high level of activity with respect to issues relevant to women and others having not yet attempted to deal with the question. Even the latter group, however, demonstrated an awareness that the role of women in our society is changing and that the community college must react to this evolution. All colleges exhibited a great deal of interest in the final report of this project, expressing hopes that it would be made available to them as soon as possible. Some expressed interest in using the findings as a basis for their own activities regarding the status of women.

Virtually all information received was relevant. It would have been difficult, however, to incorporate such a wealth of data into one coherent document. Since the colleges each have a distinctive character, we did not wish to blur their differences by only dealing with commonalities. As a result, this report has three sections in addition to the Introduction. Chapter Two is an overall examination of the status of women in the entire community college system in Ontario. It does not deal with colleges as individual entities. In order to discover specific facts on a college it is necessary to turn to the Appendix where each institution is outlined in some detail. In this way, the reader will obtain an overall college perspective which can be supplemented by reference to a specific college or colleges, if necessary. In response to the information presented in Chapter Two and the Appendix, a Recommended Plan For Action to eliminate anomalies in the situation of women staff and students in the colleges will be found in Chapter Three.

CHAPTER 2

THE STATUS OF WOMEN IN THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY IN ONTARIO

SECTION A - INTRODUCTION

It seems presumptuous to give to a chapter a title which is far reaching enough to warrant a book. During the course of this project, enough information has been gathered in fact to deserve a number of volumes. Not wanting to put aside any of this valuable material, it was evident that a decision needed to be made as to the best method of presentation for the data. The outcome of this is a report on the status of women which consists of two distinct parts. This chapter looks at women in the community college system as a whole, with little attention paid to the individual institutions except when discussing Boards of Governors. It is readily acknowledged that there are weaknesses to lumping together twenty-two diverse institutions and therefore it is essential that this chapter be used only in conjunction with the attached Appendix. In the Appendix, the status of women in each college is examined in some detail. Hopefully these individual reports will in time be supplanted by a Status of Women Report for each institution (as outlined in the Action Plan) but until that time, it was felt to be essential that all information made available be presented.

Following this brief introduction, certain system wide statistics on students and staff will be analyzed. These statistics are based on figures submitted to the Ministry of Colleges and Universities in 1973 by all Colleges of Applied Arts and Technology (CAAT's). Quantitative data throughout this report, it should be noted, is 1973 based. Unfortunately, with respect to students, the only statistics readily available for all colleges are for full-time post-secondary enrolments. It is therefore only in the Appendix that one can find any information on part-time, continuing education and Manpower students and even here such information is sketchy.

As well as looking at students and staff in the CAAT's it was felt to be important to look at those making policy decisions. To that end, mention is made of the makeup of college Boards of Governors and the Council of Regents. Across the province it has been recognized that women have not been named to Boards, Commissions and Councils representative to their numbers in society. It seemed therefore that this study should examine this aspect of the community college system.

During visits to selected colleges and in telephone conversations with liaison persons and other college members, certain general areas of concern began to emerge. Due to the

Confidential nature of many of these concerns and the broad scope of activities they covered, it was decided that no mention of such information would be made in the Appendix. Rather a section would be included in the general chapter, outlining what the problems related to the status of women in community colleges are, as related by those directly involved.

A grass roots response to many of the areas of concern mentioned above is the College Women's Committee. This ad hoc group held its first meeting last May and since then has been working toward recognition as an official body. It is impossible to omit reference to a group which numbers among its members many of the people responsible for development of special programmes for women in the colleges.

As was stated earlier only when this chapter is read in conjunction with the Appendix will a true picture of the status of women in CAAT's emerge. Alone, however, it does give a summary of the situation and an outline of what areas need attention as defined by the project staff or by those directly involved in the colleges.

SECTION B - STATISTICAL ANALYSIS

I STUDENTS (Full-time post-secondary)

In the attached Appendix, data on student enrolments by Division are given for each college. Here, in this section, we attempt to give an overall student enrolment profile for the community colleges of Ontario. In addition to these figures, information is included on student educational backgrounds and intentions on leaving the college system.

Chart #1 on the following page shows student enrolment figures by Division and length of programme. It is comparable to the charts given for individual colleges. It is important to perform further breakdowns on the figures given in this chart to obtain a clearer picture of where women students are located in the system.

First, let us look at the percentage of male and female students to be found in each Division.

Table 1

Division	Male	Female
Technology	44.1%	4.7%
Business	26.8%	24.3%
Arts	22.2%	33.8%
Health	2.2%	35.7%
Other	4.8%	1.5%
TOTAL	100.0%	100.0%

From the above, we see that the largest percentage (44.1%) of male students is to be found in the technology Division, while only 4.7% of the females are found here. This trend is confirmed in all colleges. Technology is clearly perceived as an area for male students only. This is a critical problem and is discussed in detail in a later section of this report. (See Action Plan). Business and Arts account for the majority of the men not in Technology programmes with Health and Other Programmes having only 7% of all male students. The female enrolment pattern is sharply divergent. The Division which accounts for the largest number of women is Health, which has 35.7% of the female students. Arts has the next largest percentage of women, followed by Business. What one finds, therefore, is women in the traditionally female field of Health (i.e. nursing

STUDENT FULL TIME POST SECONDARY ENROLMENT BREAKDOWNS - ALL COLLEGES

Length of Programme	Technology		Business		Applied Arts		Health		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1 year	6708	655	4003	4161	3659	5528	375	5183	718	231	15463	15758
2 year	3567	410	2183	1843	1890	2745	174	3772	449	120	8263	8890
3 year	1291	114	850	145	272	284	32	79	-81	27	2526	649
4 year	3	--	--	--	2	1	--	--	--	--	5	1
TOTAL	11570	1179	7036	6149	5823	8558	581	9034	1248	378	26258	25298

dental hygiene), in the helping, nurturant professions and men in the technological courses. It should be noted that one reason for the heavy female enrolment in Arts is that Early Childhood Education (once again a female area) is located here along with such courses as Mental Retardation Counsellor and Fashion Design.

It is revealing to look at women as a percentage of each Division's enrolment. Thus we find the following:

Table 2

Division	% Women Students
Technology	9.2%
Business	46.6%
Arts	59.5%
Health	94.0%
Other	23.2%
TOTAL STUDENT BODY	49.1%

The above confirms the picture of what could be labelled a "Male" Division, i.e. Technology, and a "Female" Division, i.e. Health. The Business Division indicates a fairly even representation of the sexes. It is illustrated elsewhere in the report (see Appendix) however, that if one splits this Division into Secretarial and Business Administration courses, it becomes evident that a female Business section (i.e. secretarial) and a male business section (i.e. accounting) exist. In secretarial courses the student body is about 97% female, but in the administration courses only 20% female.

As well as enrolling in those Divisions which are traditionally female, women students also tend to be in shorter programmes.

Table 3

Percentage of Males & Females by Length of Programme		
	Male	Female
1 year	58.9%	62.3%
2 year	31.5%	35.1%
3 year	9.6%	2.6%
4 year	0.02%	0.004%
TOTAL	100.0%	100.0%

In chart #2 on the following page the figures for females as a percentage of the total enrolment are displayed by college. In most colleges, women form half or close to half of the enrolment. Exceptions to this are Northern College, Sault College, Sir Sandford Fleming College, and Algonquin College where women are 32.1%, 35.0%, 36.3% and 39.8% respectively of the total enrolment.

These figures are broken down and examined in three steps. First of all, the statistics for women as a percentage of the total enrolment excluding all students in Health programmes, are noted. (These Health programmes, e.g. nursing, dental hygiene, are traditionally stereotyped female, helping professions). In all cases, the figures then drop significantly. At Conestoga College for example, women form 54.2% of the total enrolment but only 34.1% of the enrolment when all students in Health programmes are excluded. At George Brown College the figure drops from 57.6% to 34.0%.

Next, the figures for women as a percentage of the total enrolment excluding all students in one year programmes are shown. These one year programmes tend for the most part to be secretarial, traditionally a female preserve. Again it can be seen that in most cases the percentages drop considerably. For example, at Durham College the percentage of women goes from 47.1% to 38.0% if students in one year programmes are excluded.

Finally, if one excludes all students in Health programmes and in one year programmes, yet another drop becomes noticeable: at St. Clair College, women go from 51.6% of the enrolment to 30.0%; at Loyalist the percentage drops from 46.4% to 35.0%.

Initially, women appear to form a significant percentage (49.1%) of the enrolment in the community colleges of Ontario. On further examination, however, it is found that the bulk of these students can be accounted for by the presence of Health and one year programmes within the CAAT's. When either or both of these groups of students are eliminated from calculations, the percentage of the total enrolment accounted for by women drops significantly: if one year students alone are excluded to 46.9%; if Health students are excluded to 38.8%; and, if both of these groups are excluded to only 34.9%. Women in the colleges therefore tend to cluster in areas of study stereotyped as female or helping professions. The student enrolment profile is not therefore as egalitarian as suggested by initial examination of available statistical data.

In addition to basic enrolment statistics, it is also possible to obtain information on the background of full-time post-secondary students. Chart #3 shows the enrolment of students by Division, age and sex for all colleges.

FEMALE STUDENTS AS PERCENTAGE OF ENROLMENT BY COLLEGE

College	Fas & Enrolment	Excluding Health	Excluding 1 yr.	Excluding Health & 1 yr.
Algonquin	39.8%	31.7%	34.3%	24.4%
Cambrian	47.2%	42.6%	34.6%	26.4%
Canadore	52.2%	47.8%	40.0%	30.2%
Centennial	49.1%	41.6%	63.5%	48.6%
Conestoga	54.2%	34.1%	52.5%	30.3%
Confederation	50.6%	42.6%	50.3%	38.2%
Durham	47.1%	43.3%	38.0%	40.6%
Fanshawe	49.7%	34.6%	51.1%	35.4%
George Brown	57.6%	34.0%	63.3%	35.5%
Georgian	63.7%	51.6%	65.8%	46.1%
Humber	50.8%	45.5%	48.3%	42.4%
Lambton	51.7%	42.0%	57.1%	46.1%
Loyalist	46.4%	34.6%	45.3%	35.0%
Mohawk	49.3%	32.6%	47.9%	31.8%
Niagara	53.4%	42.5%	50.1%	36.3%
Northern (Hail)	--	--	--	--
Northern (Kirk)	26.6%	15.5%	17.9%	7.2%
Northern (S. Porc.)	57.4%	45.4%	59.8%	32.6%
Northern Total	32.1%	21.4%	21.2%	8.1%
St. Clair	51.6%	33.9%	44.4%	30.0%
St. Lawrence	55.3%	47.1%	49.3%	42.2%
Sault	35.0%	25.0%	34.1%	21.2%
Seneca	45.8%	40.8%	45.0%	39.5%
Sheridan	56.8%	53.8%	57.1%	54.1%
Sir Sandford Fleming	36.3%	29.1%	32.0%	22.8%

ENROLMENT OF STUDENTS BY DIVISION, AGE AND SEX (ALL COLLEGES)

DIVISION	SEX	AGE			
		Under 20	20-25	26-39	40 and over
Technology	Male	39.4%	53.8%	6.2%	0.6%
	Female	42.8%	48.3%	7.4%	1.4%
Business	Male	35.2%	57.2%	6.3%	1.3%
	Female	65.9%	29.6%	3.4%	1.1%
Arts	Male	32.4%	60.7%	6.1%	0.8%
	Female	51.9%	40.1%	5.8%	2.3%
Health	Male	24.8%	57.8%	15.1%	2.2%
	Female	58.5%	36.2%	3.8%	1.5%
Other	Male	36.0%	60.0%	4.0%	0.3%
	Female	48.7%	45.8%	4.5%	1.1%
TOTAL	Male	36.2%	56.6%	6.3%	0.9%
	Female	57.2%	36.6%	4.5%	1.7%

Examination of this chart reveals in the majority of instances, that female students are younger than their male counterparts. Over 90% of all students in each category (with the exception of males in the Health Division) are under 25 years old. For the most part, however, women students are under 20 (65.9% in Business as opposed to 35.2% of the males) while the men are in the 20-25 year old bracket (57.2% in Business as opposed to 29.6% of the females). In the Health Division, in particular, this age difference is evident, as we find the following:

Table 4

Age	Male	Female
under 20	24.8%	58.5%
20-25	57.8%	36.2%
26-39	15.1%	3.8%
40 & over	2.2%	1.5%

Age differences such as the above can be at least partially explained if one looks at information as to what first year students were doing prior to coming to the colleges. From Chart #4 we find that the majority of female students (79.6%) come to the CAAT's directly from some other form of education. Only 15.8% come from previous employment and 4.6% from some other activity. With respect to male students, although once again the majority have the previous year been full-time students (65.2%) almost one third come from full-time employment.

In the Health Division, where the age differential was particularly noted, the previous activity of male and female students also differs most markedly. 86.3% of the females come straight from school and 10.5% from employment as opposed to 59% of the men from education and 39% from employment.

The differences in the age and previous activity profiles of the male and female students are significant enough to warrant further investigation. Why are fewer women going to CAAT's after some other form of employment? One hypothesis could be that after a few years of employment, women drop out of the labour force to raise families. If such a hypothesis is found to be valid, special efforts should then be made to attract these women back into the college system in their early thirties as they re-enter the employment market. Another aspect to be looked at further is differences in attitude and performance of students according to age and previous activity. In some colleges it was noted that the career orientation of male students was greater. The above figures may be an indication that it is perhaps the age and experience factor rather than sex which is operating as the independent variable.

STUDENT INTENTIONS AFTER LEAVING COLLEGE

PLANS

DIVISION	SEX	Other CAAT	University	Other School	Rel. Job	Non Rel. Job	Other/Unknown	TOTAL
Technology	Male	4.2%	2.3%	0.1%	64.5%	2.1%	26.8%	100%
	Female	5.3%	3.4%	0.5%	60.1%	4.3%	26.4%	100%
Business	Male	5.6%	2.4%	0.1%	61.5%	2.7%	27.6%	100%
	Female	6.9%	1.1%	0.2%	58.8%	2.8%	30.3%	100%
Applied Arts	Male	7.9%	6.5%	0.7%	55.2%	5.1%	24.5%	100%
	Female	4.4%	3.5%	0.5%	63.4%	5.7%	22.5%	100%
Health	Male	0.7%	1.4%	0.7%	67.6%	3.5%	26.2%	100%
	Female	0.07%	0.3%	0.07%	38.8%	0.4%	60.4%	100%
Other	Male	4.8%	0.8%	0.4%	51.5%	3.9%	38.4%	100%
	Female	12.7%	5.5%	--	45.0%	10.9%	25.5%	100%
Total	Male	5.3%	3.2%	0.3%	60.9%	3.1%	27.2%	100%
	Female	4.4%	1.7%	0.3%	54.5%	3.0%	36.1%	100%

In addition to variations in student backgrounds, their intentions and expectations on leaving the college on completion of course work also differ according to sex. A large number of students of both sexes from all Divisions do not know what their intentions are on leaving. The highest percentage is found for women in the Health Division where 60.4% do not know what they will do on graduation. This contrasts greatly with men in their Division where only 26.2% are unclear of their future plans. Overall, 36.1% of women students do not have plans for the future as opposed to 27.2% of the men. Of the students who do have plans, it is found that 60.9% of the men and 54.5% of the women expect to obtain a job related to their field of study. A slightly higher percentage of males than females plan to go on to university courses (3.2% as opposed to 1.7%) or another college course (5.3% as opposed to 4.4%).

It is unclear why intentions of the students differ for men and women. A need for further research in the area is indicated.

Expected starting salaries of graduates show a large difference between male and female students, although once again the majority of students' expectations for remuneration are unknown (51.3% of the men, 56.5% of the women). Expectations of women are however, clearly much lower than those of the men.

7.2% of the male graduates expect their starting salary to be less than \$6000 while a startling 30.5% of the females are found in this category. The higher the expected salary, the fewer women in the classification. If we collapse categories we find the following:

Table 5

Expected Salary				
	under \$6000	\$6000-\$7999	\$8000	\$unknown
%M	7.2%	34.2%	7.5%	51.3%
%F	30.5%	12.2%	0.8%	56.5%

In Chart #6 the figures are also given broken down by Division. It is obvious that when this is done, also, male expectations are still higher. To illustrate this, the figures for the Business and Health Divisions are collapsed below. The Business students were chosen since it has been shown that in fact male and female students in this Division take different types of courses, i.e. males, administration; females, secretarial. Health has been chosen since it is traditionally a female field.

Chart #6

- 18 -

GRADUATES EXPECTED STARTING SALARIES BY SEX AND DIVISION (ALL COLLEGES)

DIVISION	SEX	under \$4500	\$4500-4999	\$5000-5499	\$5500-5999	\$6000-6499	\$6500-6999	\$7000-7999	\$8000-8999	\$10000 +	Unknown
Technology	M	0.6%	0.7%	1.4%	3.1%	7.9%	12.8%	17.2%	7.6%	1.1%	47.6%
	F	4.2%	5.0%	5.9%	10.1%	10.1%	9.2%	5.0%	3.4%	--	47.1%
Business	M	1.9%	0.9%	1.7%	3.2%	6.2%	14.3%	15.9%	5.6%	0.7%	50.4%
	F	8.2%	8.8%	11.2%	6.6%	4.8%	2.3%	2.7%	0.4%	--	55.0%
Arts	M	1.2%	1.7%	4.1%	3.7%	6.2%	4.6%	9.6%	4.9%	0.7%	63.2%
	F	6.3%	4.5%	7.6%	7.6%	7.4%	3.2%	4.3%	1.4%	0.1%	57.4%
Health	M	1.7%	4.2%	2.5%	5.0%	5.0%	6.7%	10.9%	7.6%	3.4%	53.0%
	F	16.6%	2.8%	2.8%	5.5%	2.3%	6.5%	2.1%	--	--	61.4%
Other	M	4.2%	--	4.2%	4.2%	4.2%	--	4.2%	--	--	75.0%
	F	--	--	11.1%	--	5.6%	--	--	--	--	83.3%
Total	M	0.9%	1.0%	2.0%	3.3%	7.1%	11.7%	15.4%	6.5%	1.0%	51.3%
	F	8.3%	6.4%	8.8%	7.0%	5.6%	3.3%	3.3%	0.8%	0.02%	56.5%

Table 6

		under \$6000	\$6000-\$7999	\$8000+	unknown
Business	M	7.7%	36.4%	6.3%	50.4%
	F	34.8%	9.8%	0.4%	55.0%
Health	M	13.4%	22.6%	11.0%	53.0%
	F	27.7%	10.9%	--	61.4%

In both of the above Divisions the picture replicates that of the overall situation. The majority of students do not know what they expect as their starting salary. Of those who do, however, the majority of women expect to earn less than \$6000 annually. A much smaller percentage of men expect to be in this salary bracket. What is particularly remarkable is that 11% of the men in Health expect a salary of over \$8000 while none of the women anticipate such remuneration.

In summary, the statistical picture for students in colleges is a very stereotyped one. Combined with the information on individual colleges found in the Appendix the following profile emerges.

- 1) Female students are found to enrol predominantly in Arts, Health and Business programmes.
- 2) Less than 10% of students in the Technology Division are women.
- 3) Women in the Business Division tend to congregate in secretarial programmes.
- 4) Although approximately one half of all students in the CAAT's are women, if those in one year programmes and Health courses are excluded, the percentage of the student body that is female drops to 34.9%
- 5) Women students tend to be younger than the men.
- 6) A higher percentage of the women has come directly from another educational institution. Only 15.8% of women came from employment whereas almost one third of the men did.
- 7) Students' intentions on leaving vary according to sex with men having greater expectations of obtaining a job related to their field of study.

- 8) The majority of male and female students were unclear about their intentions and expectations for the future.
- 9) Men's salary expectations were much higher than women's. This held true for the group as a whole as well as for individual Divisions.

II STAFF

Statistical analysis of staff data on a province wide basis is a difficult task. Average salary statistics for twenty-two colleges tend to give a distorted picture of the actual situation. It is particularly important therefore that this section be read in conjunction with staff breakdowns for individual colleges as given in the Appendix. To this end, the overall data given here will follow the same pattern as the Appendix. Following this presentation of general staff figures for participation rates and salaries, some attempt was to be made to consider other variables (aside from sex) which influence salary, e.g. previous education, experience, age. Consideration of such variables should not be done with a province wide sample to obtain an accurate representation but it was hoped that trends could be identified from such an exercise. As will be shown, the nature of the data available did not allow such identification.

43.1% of the staff (academic and non-academic) in the community college system of Ontario is female. Women are found in all staff categories, as outlined below.

Table 7

Category	No. Males	No. Females
Teaching	3822	2183
Academic	425	684
Support	472	499
Administration	677	1222
Plant	989	188
Ancillary	64	105
TOTAL	6449	4881

Although represented in all categories further breakdowns reveal several important factors:

- 1) In all categories, average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women also receive less money than men.
- 3) 65.9% of the men and 58.7% of the women are in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 47.2% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Table 8

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,442.39	\$11,144.92	82.9%
Academic	18,349.51	7,697.99	42.0%
Support	9,339.06	7,138.55	76.4%
Administration	13,208.93	6,843.09	51.8%
Plant	8,144.83	5,557.17	68.2%
Ancillary	8,547.90	6,224.08	72.8%
TOTAL	\$12,579.96	\$ 8,854.22	70.4%

In no category do women earn the same salary as the men: in the academic category, the difference in average salary is approximately \$10,700.00; in the administration category, the difference is approximately \$6,400.00. Briefly, the above chart shows an over all college profile in which the average female salary is only 70.4% of the average male salary. In the academic category this figure drops to 42.0% and in the administration category to 51.8%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Table 9

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	193	230
	Assistant Master	1078	696
	Associate Master	587	246
	Master	1468	695
	Assistant Chairman	69	16
	Chairman	125	26
	Other Teaching	102	84
	Part-time	200	189
	Clerical	--	1
TOTAL		3822	2183
Academic	Clerical	16	564
	Counsellor	42	27
	Other Academic	112	32
	Director	62	9
	Assistant Chairman	36	24
	Chairman	56	19
	Assistant Dean	21	6
	Dean	72	2
	Vice President	8	--
TOTAL		425	684

In teaching ranks, 56.5% of the men are found in part-time or junior positions (associate master and below) while 66.2% of the women are found here. Of the 151 teaching chairmen at the colleges only 26 are women. There are 85 assistant teaching chairmen only 16 of whom are women. Out of a total of 2,163 teaching masters within the colleges, we find a mere 695 who are women. Although qualifications are set for each rank, examination of data shows women receiving lower salaries in all sub-categories with the exception of the teaching clerical one, in which there are no men. As shown below, women's salaries are in all cases lower than those of their male counterparts. Particular note can be made of the clerical staff in the academic category. Although traditionally a female area for employment, the average male clerk's salary is \$2300 higher than the average female clerk's.

Table 10

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
TEACHING			
Affil. Master	\$10,859.67	\$10,329.38	95.1%
Assist. Master	12,733.85	11,299.19	88.7%
Assoc. Master	14,118.63	12,446.25	88.2%
Master	14,945.36	12,816.90	85.8%
Assist. Chairman	16,210.18	14,753.56	91.0%
Chairman	18,973.71	16,674.07	87.9%
Other Teaching	11,635.80	10,024.64	86.2%
Part-time	3,246.53	3,187.97	98.2%
Clerical	--	5,657.00	--
TOTAL	\$13,443.39	\$11,144.92	82.9%
ACADEMIC			
Clerical	8,562.62	6,277.41	73.3%
Counsellor	13,865.19	12,316.62	88.8%
Other Academic	16,166.83	12,068.65	74.7%
Director	18,660.16	16,613.66	89.0%
Assist. Chairman	17,205.58	15,184.41	88.3%
Chairman	19,512.75	18,001.15	92.3%
Assist. Dean	21,501.76	15,843.16	73.7%
Dean	23,880.66	21,489.50	90.0%
Vice President	28,565.75	--	--
TOTAL	\$18,349.51	\$ 7,697.99	42.0%

In the academic category, the average woman's salary is only 42% of the average male's. This discrepancy is due to women being largely in clerical positions. Men in the academic category on the other hand are more likely found in senior administrative posts such as Dean or Chairman.

In the above breakdowns, discrepancies in both participation rates and salaries are evident when sex is defined as the independent variable. There are other variables, however, which must be considered as influencing both factors, for example, age, educational background, teaching area and rank. Two ways of including these variables in an analysis of participation rates and salaries will be mentioned here.

- 1) The Status of Women Committee at Queen's University listed four factors in addition to sex that were assumed to influence salary - age, highest degree, faculty, rank. A model was developed and following regression analysis the amount of salary difference due to sex was identified.

- 2) At York University, a different approach was taken. They compared averages for academic staff (i.e. average salary M/F, average age M/F, average education M/F, average experience M/F, by rank, teaching field, etc., also with the ultimate goal of identifying the amount of variation due to sex.

Both of the above approaches were used within a university setting in Ontario but could with minor alterations be transferred to a community college. They are only two of a number of varied approaches to the issue. By additional changes, non-academic staff salaries could also be examined in light of other variables in addition to sex.

The I.S.F. staff system has within it elements other than sex which could be used in analyzing staffing and participation rates. Information was requested on all colleges on the following variables:

- 1) Years of experience of all staff by category by sex - data here is broken down by type of experience, e.g. business, government, teaching.
- 2) Years of experience of teaching and academic staff by sub-category (e.g. associate master) by sex - same breakdowns as above.
- 3) Educational background of teaching and academic staff by sub-category.
- 4) Age of all staff.

With the exception, therefore, of teaching field, the basic variables in salary differences were all present in the system. Having acquired the data, however, it was not possible to perform further meaningful analysis.

Since teaching field could not be correlated, the qualification variable became difficult to analyze. Although it was known, for example, that the affiliate masters in the colleges had specific educational backgrounds, this fact could not be tied in with subject taught. Colleges offer a far wider range of subjects than do universities and formal educational qualifications are not always relevant. Without a teaching field analysis therefore, for the affiliate master group it was unclear how relevant it was to point out that 10.4% of the women had Honours B.A.'s and only 2.6% of the men or that 19.2% of the men and 8.7% of the women had craft certification.

The results of the report on years of experience were too general to be used as a tool for analysis. It was not possible to look at the reports, deduce that male affiliate masters averaged 5 years teaching experience and females only 3 and that therefore some salary differential must be expected. In certain teaching fields, business or trade experience are more relevant than teaching experience. This broadening of the term "experience" is a major difference between the CAAT system and the universities, due to the non traditional academic nature of many college courses.

The problems indicated above are not insoluble ones. It is possible to analyze staff salary and participation rates for colleges to determine whether differences are due to sex. For that to be done, however, some prior work must be done to determine what variables are relevant. Due to the differences within individual colleges it is recommended that this be done by each institution separately as discussed elsewhere in this report (see Action Plan). The task of the present study was not to initiate statistical information gathering, but to look at the data presently available. Given this limitation, only sex could be used as an independent variable in analyzing the information.

In addition to examining staff salary and rank according to sex, all community college teaching staff were examined in terms of principal subject taught (see Chart #7). A similar pattern to that detected within the student body was identified. Not only are students enrolled in stereotyped programmes (see Appendix), but the staff, engaged in teaching these programmes, serve only to complete the stereotype. Thus we find male staff members teaching for the most part in traditionally male subject areas such as Technology and female staff members teaching in traditionally female areas such as nursing, nutrition, dental hygiene and secretarial programmes. There are virtually no women teaching in Technology divisions. If we examine a number of so-called "female" areas such as home economics and early childhood education we do find a number of male teachers. While women are only found teaching "female" subjects, men are found in almost all teaching areas with comparatively few exceptions, e.g. business and commerce technology, letters and medical records librarian.

It becomes apparent that women wishing to enter non-stereotyped fields of study will find no role models within the ranks of the college staff. Male students, although a little luckier, will, by virtue of example, suffer a similar lack of encouragement to digress from the traditional and stereotypic and will thus tend to enter the so-called "male" fields of endeavour.

TEACHING STAFF SUBJECT AREAS

Male Only

Aero & Astro Engineering
 Aero & Aviation Technology
 Agricultural Economics/Business
 Animal/Dairy/Poultry
 Applied Mathematics
 Architecture & Construction Tech.
 Architecture & Environment Design
 Area Studies
 Atmospheric Sciences
 Automotive Technology
 Banking & Finance
 Biological Sciences
 Building Services Technology
 Business & Management
 Chemical Engineering
 Cinematography & Photography
 City/County/Regional Planning & Design
 Civic Construction & Transport Engin.
 Dentistry
 Diesel Technology
 Ecology
 EDP & Computer Science Technology
 Education Administration, General
 Education Psychology
 Education
 Electromechanical Technology
 Electronics Equipment Technology
 Engineering Technology
 Engineering Technology, General
 Engineering, General
 Engineering Science, General
 Environmental & Sanitary Engineering
 Fine & Applied Arts Technology
 Fire Control Technology
 Fish/Game/Wildlife
 Forestry
 Forestry & Wildlife Technology
 Geological & Geophysical Engineering
 Geosciences & Seismology
 Hospital & Health Administration
 Hotel/Restaurant Management Tech.
 Industrial Technology
 Industrial & Management Engineering
 Inhalation Therapy Technology
 Insurance Management
 Institutional Management Technology
 Instrument Resources Technology
 Instrumentation Technology
 Insurance Administration Technology
 Italian/Spanish
 Law

Majority Male (0-35% F)

Accounting
 Accounting Technology
 Advertising
 Agricultural Technology
 Agronomy & Horticulture
 Architectural Drafting Tech.
 Architecture
 Bacteriology/Microbiology
 Banking & Finance Technology
 Biochemistry
 Biology, General
 Business Management & Admin.
 Business Mgmt./Office Admin. Tech.
 Chemical Technology
 Chemistry, General
 Civil Technology
 Communication Arts Technology
 Communications
 Communications, General
 Computer Programmes, Technology
 Computer Systems Analysis
 Computer & Information Sci. General
 Curriculum & Instruction, General
 Data Processing
 Dramatic Arts & Dance
 Economics
 EDP & Computer Sci. Tech., General
 Electric/Electronic/Comm. Engin.
 Engineering Graphics
 Fine Arts, General
 Fine & Applied Arts Tech., General
 Food Science & Technology
 Food Service Technology
 Foreign Language, General
 Geography
 History
 Interdisciplinary
 Marketing & Purchasing Technology
 Math General
 Mechanical Technology
 Medical Lab & Radiology
 Medical Assistant Technology
 Natural Resources Technology
 Natural Science Technology
 Other Business Technology Unspec.
 Other Business Unspec.
 Other Medical Unspec.
 Other Public Service Unspec.
 Other Social Science Unspec.
 Other Engineering Tech. Unspec.
 Philosophy & Religion

Chart #7

Male Only

Correction Technology
Marine & Oceanography Technology
Materials Engineering
Materials Science Technology
Mechanical Engineering
Metallurgy & Welding Technology
Metallurgy
Mining Technology
Non Print Media
Nuclear Technology
Other Art not specified
Other Biology not specified
Other Engineering not specified
Other Math, not specified
Other Math Sci., not specified
Other Physical Sci., not spec.
Other Psychology, not specified
Parks & Recreation Management
Personnel Mgmt. & Industrial Relations
Pharmacy
Physical Sciences
Physics, General
Print & Litho Technology
Psychology for Counselling
Psychology
Real Estate Assessment Tech.
Sanitation & Public Health Tech.
Sils Science
Statistics, Math & Theoretical
Systems Analysis
Textile Technology
Transport/Public Utility Tech.
Zoology & Anatomy

Majority Male (0-35% F)

Physical Sciences General
Political Science & Government
Print Media
Production Management Technology
Psychology, General
Public Admin. Mgmt. & Planning Tech.
Public Administration
Radiological Technology
Recreation Technology
Social Psychology
Social Sciences, General
Social Work, Non-clinical
Sociology & Demography
Visual Arts Technology

Equal Male/Female (35%-65% F)

Animal Lab Assistant Technology
Applied Design
Art & Art History
Business & Commerce Tech., General
Community Services, General
Dental Technology
Design & Craft Technology
Education, General
English, General
French
Guidance & Counselling
Industrial Arts, Vocational & Tech.
Laboratory Technology, General
Legal Assistant Technology
Library Assistant Technology
Mathematics
Med. Biolab. Assistant Tech.
Music
Other Education, not specified
Other Health, not specified
Personnel Service Technology
Practical Nurse
Prosthetic Technology
Psychiatric Technology
Public Transport & Tourism Tech.
Public Service Technology, General
Social Sciences
Special Education, General

Majority Female (65% F)

Educational Technology
English as Second Language
Family/Childhood Development
Health, General
Health Services Assistant Tec
Home Economics/General
Home Economics Technology
Library Science
Linguistics & Speech
Nurse Registered
Nursing
Other Language, not specified
Other Letters, not specified
Pre-elementary Education
Secretarial Technology

Female Only

Business & Commerce Technology
Dental Hygiene
Earth Sciences, General
Fine & Applied Arts
Letters
Medical Records Librarian
Medical Records Technology
Nursing Assistant
Nutrition Scientific
Other Architecture, not specified
Other Communications, not specified
Other Computer Science, not specified
Other, not specified
Physical Therapy Technology
Public Services
Surgical Technology

SECTION C - COUNCIL OF REGENTS AND BOARDS OF GOVERNORS

In the Green Paper of June 1973, Equal Opportunity for Women in Ontario: A Plan for Action the following statements were made:

"The special talents of individual women in the province often are neglected as a result of traditional attitudes toward female capacities. A recent examination of Ontario boards, ministerial advisory committees and councils, revealed that only about 5 per cent of the appointed members were women.

The decision-making process should be sensitized to the needs of women, and this is most effectively accomplished through their direct participation. Therefore, all advisory bodies and commissions that deal with women as well as men should have female representation." (p. 17)

In light of these statements the representation of women on college Boards of Governors and the Council of Regents was examined.

The Council of Regents assists the Minister of Colleges and Universities in the planning, establishment and co-ordination of programmes of instruction and services for the colleges. Its major responsibility is the approval of new programmes for the colleges. The fifteen members of the Council of Regents are appointed by the Lieutenant-Governor-in-Council.

The present Council of Regents, as of February 1975, has four female representatives out of a total of fifteen members.

The community colleges each have twelve member Boards of Governors. Eight of these members are appointed by the Council of Regents and four by local municipalities. Exceptions are Northern College where all twelve members are Council of Regents appointees and Sir Sandford Fleming College where ten out of twelve members are so appointed.

The Board of Governors of a college appoints and advises the President. It is concerned with goal setting and policy making and its members are trustees charged with the judicious expenditure of public funds in providing educational opportunities. The Board is responsible for the annual submission of an updated multi-year plan to the Council of Regents and may appoint advisory committees. In addition to the twelve appointees, the President is also a member of the Board.

The following chart shows the composition of Boards of Governors by sex, college and type of appointment.

These figures are from February 1975:

College	BOARDS OF GOVERNORS		Chart #8
	Council of Regents Appointees		Local Government Appointees
Algonquin	5 males 3 females		4 males -- females
Cambrian	7 males 1 female		4 males -- females
Canadore	7 males 1 female		4 males -- females
Centennial	6 males 2 females		4 males -- females
Conestoga	6 males 2 females		4 males -- females
Confederation	6 males 2 females		4 males -- females
Durham	7 males 1 female		4 males -- females
Fanshawe	6 males 2 females		3 males 1 female
George Brown	7 males 1 female		4 males -- females
Georgian	8 males -- females		4 males -- females
Humber	6 males 2 females		4 males -- females
Lambton	5 males 3 females		4 males -- females
Loyalist	7 males 1 female		4 males -- females
Mohawk	7 males 1 female		3 males 1 female
Niagara	7 males 1 female		3 males 1 female
Northern	11 males 1 female		-- --
St. Clair	7 males 1 female		3 males 1 female
St. Lawrence	7 males 1 female		3 males 1 female
Sault	8 males -- females		4 males -- females

BOARDS OF GOVERNORS		Chart #8
College	Council of Regents Appointees	Local Government Appointees
Seneca	6 males 2 females	3 males 1 female
Sheridan	5 males 3 females	3 males 1 female
Sir Sandford Fleming	8 males 2 females	2 males -- females
TOTAL	149 males (81.9%) 33 females (18.1%)	74 males (90.2%) 8 females (9.8%)
OVERALL:		males 84.4% females 15.6%

As can be seen from the above, women are under-represented on college Boards of Governors. The Board is to represent the community in which the college is situated and yet only 15.6% of the Governors are women. When broken down into Municipal appointees and Council of Regents appointees it can be seen that the former group is particularly lax in selecting women to serve on the policy making level for the college. In fact, fourteen of the twenty-one colleges that have Municipal appointees to their Board have no women in that group.

SECTION D - AREAS OF CONCERN

During telephone discussions with liaison persons in the colleges and visits to selected institutions, general areas of concern surrounding the status of women began to emerge. Such input from college staff and students proved a most valuable supplement to the quantitative data available elsewhere. In contributing this information to the project a great deal of concern was expressed that such data be kept confidential and not identified by institution. Out of respect for this request, discussion in this section cannot be credited to a specific college source. It is to be hoped that the validity of these concerns will not be questioned due to the failure to identify sources of information. It should also be stressed that these are general areas of concern and that each point is not the result of a single conversation with an individual from one institution.

1) Issues primarily concerning students

The major concern relating to students was an overall lack of adequate counselling services. This lack was seen as critical both in the public and high schools and during registration at the community college. A need was perceived for an active outreach programme to elementary and secondary school students, both male and female, to encourage them to consider occupations other than those dictated by conventional sex stereotypes. It was felt that guidance counsellors in the schools served to reinforce the traditional occupational sex roles in the minds of the students rather than encouraging them to think of alternatives. Boys, therefore, who were considering a community college education, were being channelled into Business Administration and Technology and girls into Secretarial, Arts and Health programmes.

Blame was not only placed on the shoulders of guidance counsellors outside the CAAT's; the belief also existed that women students in particular were not being counselled within the college at the time of registration to enter traditionally "male" courses. In some colleges this has led to a situation where young women are turned away from the over-enrolled Early Childhood Education programme without adequate counselling as to alternative career opportunities in undersubscribed Divisions. This is in large part due to these unfilled courses being in the Technology Division in most colleges. Once again the people who should be counselling prospective students are in fact abdicating this responsibility by adhering to outdated notions of job suitability.

The whole issue of encouraging more women students to

enter Technology programmes is one of interest both to concerned women in the colleges and to administrators of such courses. The latter see women as a new group to be tapped as a source of students thus bolstering enrolments. In the Appendix, responses of various colleges to this problem are noted. The Action Plan also makes recommendations as to the way colleges might deal with the issue.

Women who enter non traditional fields still face two major problems. The first problem is one of having to deal with derogatory remarks from staff and other students concerning loss of femininity and women's "innate" inability in non nurturant roles. The experience of most women students, however, is that such comments cease after the student has proved herself. The second problem is a more serious one and concerns the external community. Women coming out of traditionally male courses have a harder time obtaining jobs than men coming out of traditionally female courses. Experience has shown male secretaries for example to be in continual demand. Women coming out of a Technology or a Business programme on the other hand face potential employers who are resistant to changing their ideas towards a woman welder or a woman accountant. Students relate that if they are lucky enough to get an interview for such a job, questions deal not with their qualifications and abilities so much as their personal lives, particularly their marital status and plans for a family.

2) Issues primarily concerning staff

The concerns regarding staff in the colleges can be grouped under the general heading of personnel practices. Into this category all questions about criteria for hiring and advancement, establishment of salary levels and anti-nepotism rules fall.

Many staff voiced objections to a system of hiring and promotion which often did not consider women presently within the college. In a number of cases examples were cited of section heads being promoted from within if a man was available but of search committees going outside if all qualified personnel for the post from within the college were women. In addition, questions were raised as to whether jobs were filled through advertising or through a concealed network of contacts i.e. the "old boy" network.

If a woman secures a job within a college and this refers particularly to academic staff, her opportunities for advancement within her category, e.g. assistant master to associate master, are often based on personal as opposed to professional criteria. One woman, on asking her superior what additional qualifications she needed to advance within her department was bluntly told that there was no way she would get a promotion for two reasons: firstly, she was a woman and

secondly, she was single. Another example was given of a staff position open where at a department meeting the chairman stated that the main criterion was a 40 inch bust. The issue of whether this was meant as a joke is not relevant. It indicates an attitude to other female faculty within the room which is scarcely professional. This attitude is also often communicated to students as in the case of the departmental chairman who stood in for a female faculty member for her first lecture in a course and introduced himself with the words: "I'm sorry, I guess you were expecting boobs".

Another issue of concern to women staff is the presence of anomalies in pay between themselves and their male counterparts. Numerous instances were cited of women receiving less money than men whose qualifications and abilities were generally considered equal to their own. A sense of frustration was felt by virtually all people who mentioned this issue since when they complain, the set response is that all salaries are determined according to a set formula, i.e. the Hay system, and that this formula does not allow the possibility of discrimination based on sex. Since these women know of instances where the formula has resulted in salary discrepancies and since sex is the only possible basis for these discrepancies, they question the system's ability to disregard the sex of a staff member.

The existence of anti-nepotism rules in the personnel practices of most colleges has serious effects. If a husband and wife are both interested in employment at a college, only one can be hired. In most cases the college will offer the job to the man and if it is located in a small community, chances of employment for the woman, particularly if she wishes to pursue an academic career, are severely limited. This concern appears to be relevant only at some colleges, since at others liaison people mentioned situations which obviously precluded anti-nepotism rules.

3) Issues primarily concerning women's programming

The area of women's programming involves a complex set of issues, as shown below. The most obvious issue is the question of woman's studies courses. The situation within the community colleges today is that the majority have courses specifically designed for women. Some of these are traditional women's courses, e.g. sewing or creative toymaking, while others are attempting to explore some of the newer concerns which have arisen from a growing consciousness of the role of women in our society. More detailed information on these courses is available in the Appendix. College staff and students attempting to develop the non traditional kind of courses for women have faced several barriers:

- i) challenges have been made as to the credibility of such courses as part of an academic programme. It has been questioned whether such courses should be offered at all and where they are offered it is most often on a non credit basis. In many cases, course approval has been denied outright;
- ii) such courses are often restricted to students in the Continuing Education Division. Their mandate clearly excludes full-time post-secondary students at the college;
- iii) they are viewed only as an outreach programme;
- iv) since women's programming does not fall into a traditional programming area, little support is available to those attempting to set up courses;
- v) attitudes of other staff members to those involved in women's programming are extremely non supportive and courses are referred to derogatorily as nothing but "bitch sessions".

Some institutions have created the position of Director or Co-ordinator of Women's Programmes. The role varies from college to college with some of the terms of reference of appointments involving continuing education students only and others, all women connected with the institution. It was perceived both by those filling such positions and other observers that these women must continually be proving themselves to others in the college because of the cynicism in some quarters regarding their appointments. Their actions are constantly under review by peers and superiors. Two concerns which have in many cases arisen along with the appointment of a Director of Women's Programmes, but sometimes independently, are the idea of a Women's Centre for the community and an internal Status of Women Report.

A Woman's Centre is seen by those involved as a natural outcome for an institution that has as one of its aims, community education. As a resource for the women in the community, a centre would help meet community needs at the same time that it would introduce local people to the college. The idea of such a centre has been carried to fruition in a number of colleges and at some others is still at various stages of planning.

As far as could be ascertained, none of the Directors of Women's Programmes has been given the mandate to co-ordinate "Status of Women" activities within the college. In a number of institutions however, such issues are growing in importance and are by appointment or default falling to these women. The general mood of the concerned women in the colleges is that a Status of Women Report is necessary in each institution.

One issue which they have identified as needing special attention in such a report is the question of day care as it applies to staff and students. Certain colleges have tried to respond to this issue already but it is felt that only after a complete analysis has been made of the situation of women in the colleges that the child care issue can be properly assessed and attempts made to resolve it. Already, those involved in programming for women out of the Continuing Education Divisions are responding to the special needs of those groups by providing day care at a nominal fee. In this way they are acknowledging the fact that many of the women whom they are attempting to reach are at a stage in their lives when they must care for young children. They believe that this day care issue concerns not only continuing education students but all staff and students at college. If colleges are going to offer courses to women, they must make these courses available to women by providing adequate day care.

SECTION E - COLLEGE WOMEN'S COMMITTEE

In May 1974 the Ontario Council on the Status of Women and the Ministry of Colleges and Universities called a meeting of the women involved in women's programming within the CAAT's. Sixteen of the colleges were represented, for the most part by women attached to the Continuing Education Division of their particular institution.

Items under consideration were: the developmental stage of women's programmes in the colleges, appropriate guidelines for future development of women's programmes and the status of women in the CAAT's. In light of the fact that a large proportion of the students in community education programmes are women, a major concern was the future of community education especially as it relates to women. The ad hoc group agreed to take the working name of "College Women's Committee" and to establish a regular continuing system of communications.

A small group of women from the ad hoc committee met with the Deputy Minister and other officials of the Ministry of Colleges and Universities in July of 1974 to discuss concerns identified at the May meeting. At this time, a request was made that a liaison person or consultant be appointed by the Ministry to assist with the continuing development of women's programmes and to provide a focal point for communication among the colleges. Out of this meeting came a recommendation that the committee approach the Council of Regents with a submission.

Another meeting of the whole committee was held in early October 1974 at which a draft submission to the Council of Regents was discussed. It was put in final form and presented to the Council at the November meeting under the headings "The Community Colleges and Community Education" and "Women and the Community College". The submission expressed vital concern over present formula financing and the allocation of programme development funds. A request was made for a co-ordinator of programming for women to be appointed with the responsibility of co-ordinating existing programmes within the colleges, assisting in the development and evaluation of innovative approaches to the educational needs of all women in Ontario.

A working paper on the "Proposed Operating Guidelines of the College Women's Committee" was discussed at the next committee meeting on January 24, 1975 at which all but two colleges were represented. Minor changes were made before the paper was ratified and a decision made to go ahead immediately with a request to the Committee of Presidents for official recognition as a sub-committee of this body. It is hoped that legitimate status will allow the College Women's Committee to provide effective input into policy surrounding programming for women in the colleges.

CHAPTER 3

RECOMMENDED ACTION PLAN

The following recommendations address themselves to four different groups: the Ministry of Colleges and Universities, the Council of Regents, the Committee of Presidents and individual Colleges of Applied Arts and Technology. They are based on the conclusion that the situation of women in the colleges is less than satisfactory. This judgement is the result of analysis of data (both qualitative and quantitative) and discussions with many individuals and groups concerned with the status of women in post-secondary and community education.

With respect to the Ministry of Colleges and Universities it is recommended:

- (1) That A Position of Women's Programme Co-ordinator Be Created Within the College Affairs and Manpower Training Division.

This position would report to the Assistant Deputy Minister. Initially, it is believed the position must be a full time one although within three years this might be reconsidered. The role of the Women's Programme Co-ordinator would be multi-faceted. One aspect, as outlined in the College Women's Committee brief, would be as a disseminator of information to those working in the colleges on women's programmes. More importantly, however, the role in the first few years would include the initiating of new programme ideas. This would encompass working on the development of women's studies courses for the colleges in a consultative capacity; assisting in the drawing up of terms of reference for studies relating to the status of women; establishing credibility with all college personnel for affirmative action programmes and women's studies programmes through seminars; and co-ordinating a province-wide outreach programme to encourage students to consider entering non-traditional fields of study, e.g. women into Technology programmes.

Although the function of the Women's Programme Co-ordinator is clearly distinct from that of the Women's Advisor within the Ministry of Colleges and Universities, some co-ordination of planning and resources must be expected. It is critical that the new position be filled by someone whose background has equipped her with the ability and the experience to consult in the above areas. This point was strongly emphasized by a number of college presidents and liaison people who themselves suggested the creation of such a position. The whole area of women's programming and status of women activities is a new and rapidly expanding one but the demands of such a job encompass more than mere dissemination of information.

- (2) That the Ministry of Colleges and Universities Through the Newly Created Post of Women's Programme Co-ordinator Sponsor a Series of Seminars to Elaborate on and to Reaffirm Government and Ministry Policy Concerning Affirmative Action for Women Crown Employees.

One such seminar should be designed and held for personnel directors at the CAAT's. The aim would be not just to consider data available on the status of women but also ways of initiating reviews of all personnel policies and practices. Components of affirmative action plans should also be discussed. Following this, delegates would return to their own college to implement ideas acquired at the seminar.

- (3) That the Ministry of Colleges and Universities Sponsor Further Research on the Reasons Behind and Implications of the Differentials in Age and Previous Experience of New Students Enrolling in the College System.

- (4) That the Ministry of Colleges and Universities Sponsor Research on the Application of the Hay System and Other Salary Schedules to Discover Whether Charges of Discrimination on the Basis of Sex are Valid.

The two above recommendations for research are made to the Ministry since their results will have implications for the whole college system. The two issues in question are ones which recurred with regularity during the course of the project.

With respect to the Council of Regents, it is recommended:

- (5) That In Keeping With the Green Paper "Equal Opportunity for Women in Ontario: A Plan for Action", the Council of Regents Make Special Efforts to Fill Future Vacancies on Boards of Governors With Qualified Women Until Such Time as Women are Adequately Represented.
- (6) That the Council of Regents Communicate With Municipalities the Position of this Government and Ministry that Women Should be Represented on Decision-Making Bodies. This Would be Mentioned With Specific Reference to the Municipal Appointments Made to College Boards.

With respect to the Committee of Presidents, it is recommended:

- (7) That the College Women's Committee be Recognized as an Official Sub-committee.

Recognition of this group is essential. As a formal sub-committee of the Committee of Presidents, the College Women's Committee can begin to take an active part in policy formation for the community college system.

With respect to the individual Colleges of Applied Arts and Technology it is recommended:

- (8) That the Board of Governors and Senior Administration of Each College Release an Independent Policy Statement Re-affirming their Belief in the Need for Ongoing Measures to be Taken to Eliminate Inequities in the Status of Women and Men in their Institution.

- (9) That Each President in Consultation with the Board of Governors Assign Responsibility and Identify One Individual with a Specific Mandate to Co-ordinate, Design, and Implement Actions Pertaining to the Status of Women.

This individual would act as the liaison person with the Women's Programme Co-ordinator in the Ministry. It is essential that the person filling the position have at her disposal the resources and the authority needed to accomplish the task. The position should include in its terms of reference all women and issues pertaining to them in the college. In those institutions where a Director of Women's Programmes has already been appointed, care should be taken to ascertain that her mandate is not restricted to a particular group, e.g. Continuing Education students.

- (10) That Each College be Required to Initiate and Carry Out a Status of Women Study Under the Leadership of the Internal Women's Advisor to be Completed within nine Months of Implementation of this report.

Terms of reference for the study should include a clear statement of responsibility for implementation of recommendations. In this way, confusion as to whether the President or the Board of Governors is responsible can be avoided. Top level commitment is a critical prerequisite in order that data collection can proceed unhindered by barriers of secrecy. It is also critical that all sectors of the college community be represented on the Task Force. Each college should gather and analyze statistics comparing the status and utilization of

male and female employees (academic and non-academic) and students. Statistics should include but not be limited to the following: salary, occupational category, classification, age, length of service, education, previous experience.

In addition to statistical information gathering, the Status of Women Task Force should collect information on attitudinal and other variables. Included in this general area are the following:

- (a) analysis of staff development and training comparing utilization of professional development and educational opportunities by male and female employees;
- (b) analysis of the validity of qualifications set for jobs;
- (c) investigation of career ladders for all staff;
- (d) day care needs of staff and students.

An attitudinal survey to ascertain feelings towards women staff and students would offer the Task Force a great deal of valuable data which could be utilized in particular when considering recommendations for actions.

The ultimate goal of any Status of Women Report would be a list of recommended actions for the college to take to eliminate anomalies in the situation of male and female staff and students.

- (11) That Each College Should Recognize the Growing Need for Non-traditional Women's Studies Courses Within Communities.

Along with recognition of this factor should come a re-affirmation of the commitment of colleges to low income women through special funding.

- (12) That an Immediate Move be Made to Clarify to All Staff the Criteria for Hiring and Promotion.
- (13) That All Positions Open in Colleges be Required to be Advertised with the Inclusion of the Phrase "This Job is Open to Both Men and Women".
- (14) That Those Colleges Which Have Either Formal or Informal Anti-Nepotism Rules Should Consider Immediate Elimination of Them.

The Queen's University Report on the Status of Women recommends that: "all decisions affecting appointment, promotion and tenure be made only on the basis of relevant criteria and that marital status or relationship to any other member of the university community be explicitly recognized as irrelevant."

Colleges should consider adopting a similar statement of policy.

- (15) That Colleges in Consultation with the Women's Programme Coordinator of the Ministry of Colleges and Universities and in Cooperation with the Ministry of Education Undertake an Outreach Programme Related to the Removal of Traditional Sex Stereotypes for Occupations.

Such a programme would be aimed in particular at high school students, guidance counsellors, college advisors and local employers. Special efforts should be directed at young women to encourage them to consider a career in technology. One method of doing this would be to offer a seminar on Women in Technology in secondary schools. Such seminars would be particularly effective if a credible role model such as a women engineer was a participant.

In dealing with potential employers, one area for concentration would be to dispel traditional ideas about women employees. Contrary to common opinion, women do not have higher rates of absenteeism or job turnover, and these facts must be made clear to potential employers.

- (16) That All Colleges be Required to File with the Ministry of Colleges and Universities and the Women Crown Employees Office a Written Affirmative Action Plan within 6 months of Implementation of this Report Including Short and Long Term Objectives, Goals and Time-tables Concerning the Elimination of Anomalies Between the Status of Their Male and Female Employees and Students.

Although Status of Women Reports will not be completed by that date, enough information should have been amassed to form a base for a recommended affirmative action plan. This information can be requested under the powers of Management Board as outlined in the Management Board of Cabinet Act, 1971, subsection ii of section 3.

In conclusion, it will be noted that in the above there are no penalties for lack of co-operation on the part of the colleges concerning the recommendations.

Finally, therefore, it is recommended:

- (17) That if, within 6 Months of Implementation of This Report, All Colleges Have Not Filed Affirmative Action Plans with the Ministry and the Women Crown Employees Office, Including a Statement of Goals and Timetables, the Ministry Should Consider Introduction of a System of Financial Penalties to Non-complying Institutions.

Such a scheme could be covered either by existing legislation or introduction of new legislation and regulations under subsection vii of section 6 of the Ministry of Colleges and Universities Act, 1971.

APPENDIX

	<u>Page No.</u>
Preface	2
Algonquin College	4
Cambrian College	11
Canadore College	18
Centennial College	25
Conestoga College	33
Confederation College	40
Durham College	48
Fanshawe College	55
George Brown College	66
Georgian College	73
Humber College	81
Lambton College	90
Loyalist College	98
Mohawk College	107
Niagara College	114
Northern College	121
St. Clair College	129
St. Lawrence College	136
Sault College	147
Seneca College	154
Sheridan College	161
Sir Sandford Fleming College	169

PREFACE

During the nine month period in which this study was conducted, a great deal of information was acquired on the twenty-two community colleges in Ontario. This information was of a qualitative and a quantitative nature. When the time came to write a final report on the Status of Women in Colleges of Applied Arts and Technology, it seemed unfortunate that a great deal of the data acquired would be lost in an attempt to tie everything together into a coherent document. Not wanting this to occur and additionally not wishing to seem repetitive in the final document, it was decided to attach a detailed Appendix to the report with a section on each college.

This is not an analytical Appendix. What we have attempted to do here is to present a profile of each college. Each section is structured on the same lines. Student enrolment patterns are examined for four groups:

- a) full-time post-secondary
- b) part-time post-secondary
- c) continuing education
- d) retraining and apprenticeship.

Regrettably, information on the last three groups was not centrally available and had to be requested from each college. At the time of writing, a number of colleges had not yet replied to this request. Data on full-time post-secondary students, however, is sent directly to the Ministry and as a result detailed information was available to the study.

Section II of each college report looks at salary and participation rates for academic and non-academic staff. Once again, the wealth of detail provided is due to all such information being centrally available through the College Affairs Branch.*

One of the key elements of the study was the contact with liaison people in the colleges. Through such contacts information of a qualitative nature was acquired. Most of this information is found in Sections III and IV, entitled Programming for Women and Status of Women Activities.

On some colleges, an Additional Information section is included. In all but one case, those with such a section are colleges visited by the project staff. It was found that on such a visit much data was acquired that did not fit into any other section but seemed critical to include.

* Unfortunately in order to maintain confidentiality of salary figures, this report cannot give average income for staff categories with less than 3 members. Such categories will be marked with an asterisk. To give comparability, however, the percentage comparison of men and women's salaries will still be given. In order to do this, any salary group with less than 3 men or women in it will give no dollar figure but only a percentage salary difference.

This Appendix is meant to be used as an information source. Non-analytical in nature, it does offer a thumbnail sketch of the status of women in each college. Much of the data is not refined as it should be. For example, the differences in staff salary need further examination in terms of age of employee, qualifications, etc. Until each college does a status of women study, however, this Appendix can offer some guidance. As one reads it, the similarities and divergencies between colleges emerge and the reader becomes aware of the great range in attitudes towards women in the colleges across the province.

ALGONQUIN COLLEGE

(Ottawa, Pembroke, Perth)

Designated liaison person: Mrs. Doris Hope, Secretarial
Studies, Retraining Centre

College Women's Committee representative: Ms. Beth Weick

I STUDENTS

A Full-time post-secondary

At Algonquin College, women students are found mainly in three divisions - Business, Arts, and Health. Only 6.1% of the women are in Technology programmes as opposed to 53.1% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	6.1%	53.1%
Business	25.6%	29.5%
Arts	37.4%	16.0%
Health	30.8%	1.4%
TOTAL	99.9%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	7.1%
Business	36.5%
Arts	60.7%
Health	93.5%

Although women make up 36.5% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes 98.5% of the students in secretarial courses are women but only 18.4% of those enrolled in the business courses are.

Women make up 39.8% of the total enrolment at Algonquin College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be only 24.4% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

No figures available.

C Continuing education

Breakdowns by sex for continuing education students at Algonquin College were not available for this study.

D Retraining and apprenticeship

For the year 1974 there were 133 women and 621 men in the apprentice programme at Algonquin. Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
General Common Tech.	Architectural Tech.	Biochemical Tech.	Medical Lab. Tech.	Bilingual Secretary
Mechanical Tech.	Chemical Tech.	Horticultural & Landscape Tech.	Early Childhood	Medical Secretary
Bio-Med. Electronics Tech.	Civil Eng. Tech.	Graphic Arts Assis't.	Library Tech.	Child Care Worker (
Building Drafting Tech.	Computer Science Tech.	Social Ser. Worker	Common Secretary	Common Secretary
Electronics Tech.	Electrical Tech.	Commercial Art	Nursing	Dental Assistant
Instrumentation Tech.	Physics Tech.	Advertising Promotion	Nursing (P)	Chemical Tech. (Fr)
Survey Tech.	Cartographic Tech.	Recreation Leadership	Nursing (V)	
Tool & Die Making Tech.	Construction Tech.	General Arts & Science	Nursing (Fr)	
Refrig. & Air Cond.	Architectural Tech.	Retailing	Gen. Arts & Science (Fr)	
Appl. & Vending Machine	Elect. Mech. Drafting Tech.	Recreation Lead (Fr)	Legal Secretary	
Machine Shop	Food Services Mgt.	Social Service (Fr)	Executive Secretary	
Heating	Graphic Arts	Librarian (Fr)	Respiratory Tech.	
Welding & Fabricating	Indust. Chem. Tech.	General Data Processing	Child Care Worker	
Tech. Common (Pem)	Bus. General Common	Journalism (Fr)	Early Childhood (Fr)	
Electronics Tech. (Fr)	Archit. Drafting Tech.	Information Processing	Mental Retardation Coun.	
Fire Prev. & Indust. Safety	Bus. Admin. (Pem)	Bus. Administration - Research	Executive Secretary (Fr)	
Recreation Mgmt. (Fr)	Forest Tech.	General Merchandising	Communication Arts	
Woodworker	Common Administration	Museum Tech.	Journalism	
Electronic Tech (Fr)	Admin. Data Pro	Fine Arts Tech.	Fine Crafts	
Audio Visual Tech.	Business Administration	Landscape (Fr)	Interior Design	
Graphic Arts (Fr)	Marketing	Fine Arts Tech. (Fr)	Interior Design (Fr)	
Electronics Tech.	Bus. Administration Mgt.	Commercial Art (Fr)	Equestrian Management	
Bus. Admin. Acctg.	Admin. - Accounting		Mental Ret. Coun. (Fr)	
Bus. Admin. Marketing	Admin. - Marketing		Dental Hygiene	
Bus. Admin. Research (Fr)	Admin. - General			
Graphics Ass't. (Fr)	General Accounting			
Cook Training	General Marketing			
Welding & Fabricating	Financial Management			
Construction (Fr)	Cartographic Tech. (Fr)			
Survey Tech. (Fr)	Law & Security			
Survey Tech.	Law & Security (Fr)			
Civil Hydro Tech.	Public Relations			
	Photography			
	Radio & Television			
	Radio & Television (Fr)			
	Recreation Management			
	Film Production			
	Film Production (Fr)			
	Architectural Draft.			
	Bus. Admin. Common			
	Photography (Fr)			
	Architect. Tech. (Fr)			
	Architect. Tech. (Fr)			
	Bus. Admin. Data Proc. (Fr)			
	Bus. General (Fr)			
	Bus. Admin. Management (Fr)			
	Bus. Admin. Management (Fr)			

II

STAFF

41% of the staff at Algonquin College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	372	209
Academic	63	27
Support	60	54
Administration	66	147
Plant	93	7
Ancillary	4	14
TOTAL	658	458

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries with the exception of the ancillary group.
- 2) Breakdowns by sub-category in the teaching and academic fields reveal that women are under-represented, particularly at senior levels and that in these sub-categories, with only two exceptions, women receive less money than men.
- 3) 66% of the men and 51.5% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 48.9% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,919.28	\$12,547.40	90.1%
Academic	18,320.07	12,059.51	65.8%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 9,704.85	\$ 7,551.59	77.8%
Administration	13,073.21	7,396.04	56.6%
Plant	8,075.01	6,944.42	86.0%
Ancillary	6,542.75	6,612.00	101.1%
TOTAL	\$13,000.62	\$10,009.16	77.0%

Only in the ancillary category do women earn a higher average salary than men and in this instance the difference is less than \$100. In the academic category the difference in average salary is approximately \$6,000. Briefly, what the above chart is showing us is that at Algonquin College the average female salary is only 77% of the average male salary. In the academic category this figure drops to 65.8%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	17	31
	Assistant Master	94	42
	Associate Master	26	16
	Master	224	118
	Assistant Chairman	5	1
	Chairman	4	--
	Part-Time	2	1
TOTAL		372	209
Academic	Clerical	1	12
	Other Academic	29	8
	Director	19	3
	Assistant Chairman	5	2
	Chairman	3	--
	Assistant Dean	1	2
	Dean	3	--
	Vice President	2	--
TOTAL		63	27

In teaching ranks, 37.4% of the men are found in part-time or junior positions (associate master and below) while 43.1% of the women are. Of the non-teaching chairmen and assistant chairmen at Algonquin only one is a woman. There are two hundred and twenty-four (224) male masters at the college as opposed to one hundred and eighteen (118) female. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories, with the exception of the clerical and assistant chairman classifications. As shown below, in all other cases women's salaries are consistently lower than their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,922.41	\$10,837.22	99.2%
Assist. Master	12,893.85	11,780.66	91.4%
Assoc. Master	14,120.53	13,224.75	93.7%
Master	14,510.58	13,264.57	91.4%
Assist. Chairman	*	*	82.3%
Chairman	18,475.75	--	--
Part-Time	*	*	64.5%
TOTAL	\$13,919.28	\$12,547.40	90.1%
<u>ACADEMIC</u>			
Clerical	*	*	107.5%
Other Academic	17,046.48	15,876.00	93.1%
Director	19,421.42	17,674.66	91.0%
Assist. Chairman	*	*	108.0%
Chairman	19,398.66	--	--
Assist. Dean	*	*	57.6%
Dean	24,268.66	--	--
Vice President	*	--	--
TOTAL	\$18,320.07	\$12,059.51	65.8%

In the academic category the average woman's salary is only 65.8% of the average male salary. This is partly due to the number of women in this category found in clerical positions, traditionally a female field. Men, on the other hand, are mainly in senior administrative positions such as director, chairman, dean.

*less than 3 people in category.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

III PROGRAMMES FOR WOMEN

Under the title "Focus for Women" Algonquin offers two classes: one called "The Workshop for and about Women" and one called "Comeback: Re-entry to Education". There was not sufficient enrolment to continue to offer a course previously run on "Psychology of Women".

In co-operation with the Ontario Conference on Local Government, Women in Local Government Project, Algonquin College held a conference for 65 women of the Ottawa-Carleton region to focus on women's involvement in the processes of local government. This occurred in the year 73/74. One of the goals of the conference, i.e. to encourage women to be more active, seems sure to be met as six groups have formed to plan further action.

Beth Weick has been hired by Algonquin College on a contract basis for the last three years to develop programmes for women and has been responsible for the Focus for Women programme and the conference mentioned above as well as other activities in connection with the Continuing Education Division. Algonquin College is currently considering appointing a full-time Co-ordinator of Women's Programmes.

IV STATUS OF WOMEN ACTIVITIES

Although there is no functioning Status of Women Committee at Algonquin College, there is an organization of Algonquin women the chairperson of which is Doris Hope. The organization has not really been active in the past year although in 1973/74 it was holding regular meetings and involved students, faculty and staff. One of the problems in the past year has been a lack of student support. One of the purposes of the organization was stated as keeping an eye on any faculty complaints including anomalies in pay situations. Mrs. Hope's comment was that the administration and the President have been helpful in any kinds of reconciliations that have been necessary and that good rapport exists between the group and the administration. At this point one of the projects that the group has undertaken is to look into money spent on professional development and to analyze dollars allotted by breaking it down into male and female faculty groupings. One of the problems with this group seems to be that due to the unofficial nature of the committee or the organization there is no united front and in fact all women interested in the status of women at Algonquin do not belong.

CAMBRIAN COLLEGE

(Sudbury)

Designated liaison person: Ms Cathy Towne, Co-ordinator,
Community Development, Continuing
Education Division

College Women's Committee representative: as above

I STUDENTS

A Full-time post-secondary

At Cambrian College, women students are found mainly in two Divisions: Business and Arts. Only 3.4% of the women are in technology programmes as opposed to 47.4% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	3.4%	47.4%
Business	35.5%	29.4%
Arts	43.4%	22.7%
Health	17.7%	22.7%
TOTAL	100.0%	100.1%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	6.5%
Business	52.01%
Arts	63.1%
Health	96.3%

Although women make up 52.01% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 95.6% of the students in secretarial courses are women but only 23.6% of those enrolled in the business courses are.

Women make up 47.2% of the total enrolment at Cambrian College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be only 26.4% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

There were no male/female breakdowns available on part-time post-secondary students from Cambrian College.

C Continuing education

There was approximately a 60/40 female/male ratio in the continuing education non-credit courses for the fall '74 semester at Cambrian College. Further breakdowns by sex were not available.

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65% + F)	Female Only
<p>Metal Tech. Instrument Tech'n. Metal Tech'n. Business Gen. Asmt. Business Indust. Adm.</p>	<p>Audio Visual Tech'n. Law & Security Music Chemical Tech. Curl Tech. Elen. Tech. Geological Tech. Mining Tech. Civil Tech'n. Elen. Tech'n. Geological Tech'n. Indust. Chemistry Tech'n. Mining Tech'n. Bus. Admin. - Accounting Bus. Admin. - Marketing Business Common</p>	<p>General Arts & Science - Social Science Performing Arts Performing Arts Theatre Data Processing</p>	<p>Law Clerk Library Tech'n. Social Service Mental Retardation Couns. Child Care Legal Secretary Social Service (Fr) Diploma Nursing Medical Lab. Tech.</p>	<p>Stenographer Dicta Legal Medical Secretary Bilingual Secretary General Secretary Enfance Exceptionnelle Radiology Tech'n.</p>

II

STAFF

39.5% of the staff at Cambrian College are female.
Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	146	59
Academic	5	20
Support	22	13
Administration	17	32
Plant	18	12
Ancillary	3	2
TOTAL	211	138

Although represented in all areas, however, further break-downs reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men with the exception of those in part-time work.
- 3) 71.6% of the men and 57.2% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 42% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$11,740.52	\$ 8,582.05 *	73.1%
Academic	19,252.00	6,179.45	32.1%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 8,735.27	\$ 7,548.61	86.4%
Administration	13,581.41	6,841.06	50.4%
Plant	9,400.72	3,604.66	38.3%
Ancillary	*	*	75.7%
TOTAL	\$11,560.75	\$ 7,309.78	63.2%

*If one (1) clerical person is omitted average salary is \$8,632.48

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$13,000. Briefly, what the above chart is showing us is that at Cambrian College the average female salary is only 63.2% of the average male salary. In the academic category this figure drops to 32.1% and in the plant category to 38.3%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	10	10
	Assistant Master	37	27
	Associate Master	50	4
	Master	12	--
	Clerical	--	1
	Chairman	11	1
	Other Teaching	4	4
	Part-Time	22	12
TOTAL		146	59
Academic	Clerical	--	20
	Other Academic	1	--
	Director	1	--
	Dean	3	--
TOTAL		5	20

*less than 3 people in category.

In teaching ranks, 84% of the men are found in part-time or junior positions (associate master and below) while 98.3% of the women are found there. Of twelve (12) chairmen at Cambrian College, eleven (11) are men. There are twelve (12) teaching masters at Cambrian, all of whom are men. Of fifty-four (54) associate masters, only four (4) are women. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception as mentioned of part-time work. As shown below, in all other classifications women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,417.30	\$ 9,525.90	91.4%
Assistant Master	11,935.10	10,971.11	91.9%
Associate Master	14,355.04	11,203.50	78.0%
Master	16,014.50	--	--
Clerical	--	*	--
Chairman	*	*	93.1%
Other Teaching	9,250.00	8,325.00	90.0%
Part-Time	781.72	1,150.08	147.1%
TOTAL	\$11,740.52	\$ 8,582.05	73.1%
<u>ACADEMIC</u>			
Clerical	--	6,179.45	--
Other Academic	*	--	--
Director	*	--	--
Dean	*	--	--
TOTAL	\$19,252.00	\$ 6,179.45	32.1%

In the academic category, the average woman's salary is only 32.1% of the average male's. This discrepancy is due to women being totally in clerical positions at the college, traditionally a female field. Men in the category on the other hand, are found mainly in senior administrative posts.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*insufficient people in category.

III PROGRAMMES FOR WOMEN

A Women's Programme was first offered at Cambrian during the fall 1974 semester. There are six courses in the programme:

- 1) Women in Business: deals with human relations and management development
- 2) New Horizons: careers for women
- 3) Managing Time: coping with the two roles of women - in the home and at work
- 4) Awareness
- 5) P.E.T. - Parent Effectiveness Training

These courses are offered by the Continuing Education Division. Ms Cathy Towne was hired in August 1974 as Co-ordinator of Women's Programmes for the college and the above courses come as a result of her appointment. In addition to working on courses within the college, Ms Towne has plans for a workshop to be held in March to establish a steering committee for International Women's Year.

IV STATUS OF WOMEN ACTIVITIES

As far as we were able to ascertain, there is no Status of Women Committee or organization at Cambrian College.

CANADORE COLLEGE

(North Bay)

Designated liaison persons: (Student data) - Mr. D. McCubbin
Director, Student Services

(Continuing Education Programmes) -
Ms Elaine Neelands, Program Consultant

College Women's Committee representative: Ms E. Neelands

I STUDENTS

A Full-time post-secondary

At Canadore College, women students are found mainly in the Business Division. A relatively high percentage of women (13.7%) in the Technology Division can be explained by heavy female enrolments in such programmes as Food Sciences Technology and Medical Laboratory Technology. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	13.7%	27.0%
Business	51.2%	45.0%
Arts	18.6%	27.5%
Health	16.5%	0.5%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women pre-dominate in those fields traditionally stereotyped as female, as illustrated in the chart below and the explanatory paragraph which follows it.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	35.6%
Business	55.4%
Arts	42.5%
Health	97.2%

The rather large percentage of females in the Technology Division has been explained above. Although women make up 55.4% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 98.6% of the students in secretarial courses are women but only 21.8% of those enrolled in the business courses are.

Women make up 52.2% of the total enrolment at Canadore College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 30.2% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

Post-secondary part-time student enrolment:

<u>Male</u>	<u>Female</u>	<u>Total</u>
3	9	12

These figures were not available from the college broken down by programme.

C Continuing education

There were 2188 men and 3281 women enrolled in the continuing education programmes. Further breakdown by sex for continuing education students at Canadore College were not available for this study.

D Retraining and apprenticeship

There are no students in apprenticeship programmes at Canadore College. There are 111 men and 124 women in Adult Training Programmes and 60 men and 53 women in the Adult Training Skill Programmes. Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Helicopter Aircraft Maintenance Tech.	Radio & Television Comm. Arts Bus. Admin. - Accounting Bus. Admin. - Administration General Business Bus. Admin. - Marketing Hotel & Resort Helicopter Pilot	Common Communication Arts Journalism General Arts & Science Recreation Leader Data Processing Theatre Arts	Home Economics Legal Secretary Food Science Tech. Medical Lab. Tech. Nursing	Bilingual Secretary Medical Secretary General Dicta Secretary General Steno Secretary Dental Assistant

II

STAFF

41.5% of the staff at Canadore College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	63	32
Academic	3	10
Support	13	23
Administration	20	22
Plant	25	2
Ancillary	3	1
TOTAL	127	90

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men with few exceptions.
- 3) 54.3% of the men and 46.7% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 36.7% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,001.03	\$10,690.56	82.2%
Academic	22,906.66	6,660.00	29.1%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 9,885.38	\$ 6,503.52	65.8%
Administration	15,050.00	6,191.36	41.1%
Plant	*	*	73.4%
Ancillary	*	*	49.3%
TOTAL	\$12,136.45	\$ 7,902.60	65.1%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$16,000. Briefly what the above chart shows is that at Canadore College the average female salary is only 65.1% of the average male salary. In the academic category this figure drops to 29.1% and in administration is 41.1%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	7	11
	Assistant Master	17	14
	Associate Master	23	1
	Master	5	2
	Chairman	5	1
	Other Teaching	4	2
	Part-Time	2	1
TOTAL		63	32
Academic	Clerical	--	9
	Other Academic	--	1
	Chairman	1	--
	Dean	2	--
TOTAL		3	10

*less than 3 people in category.

In teaching ranks, 84.1% of the men are found in part-time or junior positions (associate master and below) while 90.6% of the women are. Of six teaching chairmen at the college, five are men. There are five male teaching masters as opposed to two females. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of the associate master and master group. As shown below, in all other cases women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,540.00	\$ 9,579.81	90.9%
Assistant Master	12,056.47	10,655.00	88.4%
Associate Master	*	*	121.7%
Master	*	*	104.0%
Chairman	*	*	86.3%
Other Teaching	*	*	82.7%
Part-Time	*	*	75.7%
TOTAL	\$13,001.03	\$10,690.56	82.2%
<u>ACADEMIC</u>			
Clerical	--	6,273.33	--
Other Academic	--	*	--
Chairman	*	--	--
Dean	*	--	--
TOTAL	\$22,906.66	\$ 6,660.00	29.1%

In the academic category the average woman's salary is only 29.1% of the average man's. This discrepancy is due to women being largely found in clerical positions, traditionally a female field. Men in the academic category, on the other hand, are mainly in senior administrative posts.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

The Continuing Education Division at Canadore College offers a comprehensive series of Women's Studies subjects, the purpose of which is to examine new options for women in a changing society. The subjects offered are:

- Assertiveness Training for Women
- Learning to Develop Self-sufficiency
- Our Bodies/Ourselves
- Positive Aging: Realities for Women in Middle Years
- Sexism in Education
- The Images of Women in Film
- The Work/Leisure Ethic and the Changing Roles of Women
- Women Alive: Yesterday and Today
- Women's Role in Society: The Search for Identity

A number of these courses are offered in conjunction with the Women's Centre, an independently run outreach organization in downtown North Bay. The connection of the college to the Centre is an informal one.

Ms Elaine Neelands, a Programme Consultant in the Division of Continuing Education is responsible for all women's programmes. Her aim is to attract women of all kinds to the courses. It should be noted that the most recent catalogue of extension courses at Canadore has a separate section listed for "Studies for Women".

IV STATUS OF WOMEN ACTIVITIES

As far as we were able to ascertain, there is no functioning Status of Women Group or Organization at Canadore College.

CENTENNIAL COLLEGE

(Scarborough)

Designated liaison person: Ms Marion Colby, Co-ordinator of
General Arts and Science Programmes

College Women's Committee representatives: Ms M. Colby
Ms D. Boyle
Ms S. Steele
Ms J. Innes

I STUDENTS

A Full-time post-secondary

At Centennial College, women students are found mainly in three divisions: Business, Arts and Health. Only 1.8% of the women are in technology programmes as opposed to 49% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Female	Male
Technology	1.8%	49.0%
Business	25.5%	21.3%
Arts	46.2%	29.4%
Health	26.4%	0.23%
Other	--	0.07%
TOTAL	99.9%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	3.5%
Business	53.5%
Arts	60.5%
Health	99.1%

Although women make up 53.5% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 33.2% of those enrolled in the business courses are.

Women make up 49.1% of the total student enrolment at Centennial College. The majority however are in one year programmes and many are in Health. If all students in Health are not considered in the statistics a very different picture emerges and women are found to be only 41.6% of the enrolment.

Course enrolments complete the picture and a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

Data not available at time of writing.

C Continuing education

There were 3924 women and 3615 men enrolled in continuing education programmes. Breakdowns by sex and programme for continuing education students at Centennial College were not available for this study.

D Retraining and apprenticeship

The liaison person at Centennial reported seven men and no women in part-time apprenticeship and retraining programmes. Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME.

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+F)	Female Only
Food Products Tech'n.	Creative Advertising	Hotel/resort Mgt.	Child Care Worker	Fashion Services
Bus. Admin. - Lib. Studies	Radio & Television	Recreation Leader	Early Childhood Educ.	Home Economics Gen.
Bus. Admin. - Manuf.	Bus. Admin./Accounting	Journalism	Social Service Worker	Family Living
Archit. Drafting Tech'n.	Bus. Admin./Finance	Bus. General/Legal Assistant	Psych. Tech'n.	Bus. Admin./Human Resources
Electronic Tech'n.	Bus. Admin./Mgt.	General Arts & Science	Travel & Tourism	Secretarial Science
Electronic Tech.	Bus. Admin./Mkg. Mgt.	Communications Arts Comm.	Food Service Supervisor	Business Secretary
Instrument Tech'n.	Bus. Admin./Prog. Analyst	Bus. General/Accounting	Mental Ret. Counsellor	Legal Secretary
Civil Survey Tech'n.	Bus. General/Data Proc.	Correctional Worker	Nursing (East Gen.)	Medical Secretary
Archit. Planning Tech'n.	Bus. General/Mgt.	Hospitality Admin.	Nursing (Scarborough)	Secretarial Science
Civil Tech. Common	Bus. General/Retail	Indust. Microbiology		Admin. Studies
Mech. Design Tech'n.	Bus. Admin./Common			Gen. Secretarial Science
Industrial Tech'n.	Bus. General/Common			Legal Secretarial Science
Indep. Academic	Archit. Tech. Comm.			Medical Secretarial Science
Auto Tech'n. Admin.	Electronic Tech. Comm.			Secretarial Science Gen.
Fluid Power & Control	Mech. Tech. Comm.			Bus. General/Indust. Acctg.
Restaurant/Catering	Indep. Applied Arts			Secretarial Common
Indust. Lab. Tech'n.	Aircraft Maint. Tech'n.			Bus. Admin. Independent
Recreation Mgt.	Auto Tech'n. Common			Secretarial Computer
Civil Survey Tech'n.	Hotel/Resort			
Civil Survey Tech.	Bus. Admin./Health Group			
Civil Structural Tech'n.	Indust. Book Publ.			
Civil Structural Tech.	Chem. Tech. Common			
Civil Tech'n. Public Wks.				
Civil Tech. Public Wks.				
Civil Tech'n. Common				
Fluid Power Tech'n.				

II

STAFF

46% of the staff at Centennial College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	168	101
Academic	17	64
Support	24	27
Administration	38	78
Plant	83	11
TOTAL	330	281

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men.
- 3) 56.1% of the men and 58.7% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 38.8% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$14,355.12	\$12,458.95	86.8%
Academic	20,817.47	6,742.82	32.4%
Support	9,242.08	7,081.22	76.6%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Administration	\$12,060.31	\$ 7,503.24	62.2%
Plant	8,008.34	6,078.09	75.9%
TOTAL	\$12,455.61	\$ 9,014.94	72.4%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is \$14,000. Briefly what the above chart shows is that at Centennial the average female salary is only 72.4% of the average male salary. In the academic category this figure drops to 32.4%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	9	4
	Assistant Master	73	38
	Associate Master	52	32
	Master	31	16
	Assistant Chairman	--	1
	Chairman	2	6
	Other Teaching	1	4
TOTAL		168	101
Academic	Clerical	1	56
	Other Academic	1	2
	Counsellor	2	5
	Director	1	--
	Chairman	5	1
	Dean	6	--
	Vice President	1	--
TOTAL		17	64

In teaching ranks, 77.2% of the women are found in part-time or junior positions (associate master and below) while 80.4% of the men are. This change from the pattern of the other colleges, where more women than men are to be found as juniors, is in large part due to the six women teaching chairmen at Centennial. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories. As shown below, women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affil. Master	\$10,036.33	\$ 9,357.00	93.2%
Assist. Master	13,432.31	10,977.60	81.7%
Assoc. Master	14,715.65	12,549.90	85.3%
Master	16,581.03	14,478.18	87.3%
Assist. Chairman	--	*	--
Chairman	*	*	94.1%
Other Teaching	*	*	45.5%
TOTAL	\$14,355.12	\$12,458.95	86.8%
<u>ACADEMIC</u>			
Clerical	*	*	69.2%
Other Academic	*	*	75.6%
Counsellor	*	*	82.6%
Director	*	--	--
Chairman	*	*	96.8%
Dean	*	--	--
Vice Pres.	*	--	--
TOTAL	\$20,817.47	\$ 6,742.82	32.4%

In the academic category, the average woman's salary is only 32.4% of the average male's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. It should be noted that the one male in a clerical position earns \$2,600 more than the average female clerk. This fact requires more examination. Men in the academic category, on the other hand, are mainly in senior administrative posts such as vice president, dean or chairman.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

One credit course, "Women and Society", was offered for the first time in the fall of '74. The continuing education division offers a career workshop for women.

By September of 1975, Centennial hopes to have a women's studies programme of two semesters which will involve five courses per term. A long term goal is to eventually have every student in the college exposed to at least one course on women.

At the present time, the social service and the business divisions, both female dominated sections of Centennial, are very enthusiastic about getting courses on women. The traditionally male areas of the college such as the technology division, have also displayed an interest in women's studies.

IV STATUS OF WOMEN ACTIVITIES

In 1973/74 there was an ad hoc committee at Centennial College. It was composed of women from within the college who arranged conferences and courses in conjunction with the Scarborough Y. It was not very successful within the community as there was very little response. There has been no follow-up to this activity. There is also a college committee on women's studies. This is a formal committee and the chairperson is Marian Colby. All divisions are represented and the president is a member. Over the last year and a half there have been four meetings. The ground work has been laid to have every student within the college exposed to one course on women and to have a women's studies programme of two semesters with five courses per term, as outlined above.

V ADDITIONAL INFORMATION

A visit was not made to Centennial College. However, conversations with the liaison person at the college revealed that as a project for International Women's Year the architects' association of Scarborough has offered a bursary to every first year female who enters an architectural programme. Such positive encouragement is essential if women are to enter non traditional fields in a meaningful way.

Centennial, like most other colleges, sponsors an annual open

house for the high schools and the general community of the area. Last semester (fall 1974) a team of consultants was hired for the open house. The programme designed was called Women in Technology. It provided valuable information on the study of technology, courses offered, and jobs available. It particularly encouraged women to pursue their interests in the area. This type of positive support not only to the women of the community in general but to the women in the high schools in particular, is seen as essential to a rewarding and productive atmosphere within the college. More outreach, i.e. with employers, with guidance people in the high schools, and with students concerning the status of women is projected.

CONESTOGA COLLEGE

(Kitchener)

Designated liaison person: Ms Mary Hofstetter,
Assistant to the President

College Women's Committee representative: Ms Mary Hofstetter

I STUDENTS

A Full-time post-secondary

At Conestoga College, women students are found mainly in two Divisions: Arts and Health. Only 0.2% of the women are in technology programmes as opposed to 42.1% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	0.2%	42.1%
Business	15.3%	22.2%
Arts	27.7%	34.3%
Health	56.9%	1.4%
TOTAL	100.1%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	0.5%
Business	44.9%
Arts	48.9%
Health	98.0%

Although women make up 44.9% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 17.5% of those enrolled in the business courses are.

Women make up 54.2% of the total enrolment at Conestoga College. The majority however are in one year programmes and many are in Health. If students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are found to be 30.3% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

There were no figures available from Conestoga for the part-time post-secondary students.

C Continuing education

Breakdowns by sex for continuing education students at Conestoga College were not available for this study.

D Retraining and apprenticeship

From April to December of 1974 there were 770 men and 714 women enrolled in Manpower Retraining programmes at Conestoga College. Further breakdowns on these enrolment statistics by sex and programme are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-350 F)	Equal Male/Female (350-650 F)	Majority Female (650+F)	Female Only
Civil Tech.	Business General	Law and Security	Early Childhood	Consumer and Family
Construction Tech.	Bus. Admin./Accounting	General Arts & Science	Social Service	Secretary Legal
Computer Systems Tech.	Bus. Admin./Data Proc.	Recreation Leadership	Nursing	Secretary Medical
Electronic Tech.	Bus. Admin./Mkg.	Communications Design		Secretary Pro.
Electronic Tech. Telecomm.	Industrial Design	Journalism		Secretary General
Mechanical Tech.	Film	Commun. & Design Graphic		
Mechanical Drafting	Photography			
Electronics Tech'n.	Radio & TV Arts			
Electrical Tech'n.	Air & Water Resource Tech.			
Mechanical Tech'n.				
Wood Products Tech'n.				
Electronic Control Tech.				
Bus. General/Retail				
Fluid Power Tech'n.				
Materials Mgt.				
Welding Tech'n.				

II

STAFF

45.2% of the staff at Conestoga College are female.
Women are found in most staff categories as outlined below.

Category	No. Males	No. Females
Teaching	171	110
Academic	22	32
Support	17	19
Administration	40	59
Plant	39	6
Ancillary	1	13
TOTAL	290	239

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries with the exception of the ancillary staff category where the female salary is very slightly higher.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented, particularly at senior administrative levels and that in sub-categories women still receive less money than men.
- 3) Although 66.6% of the men and 59.4% of the women seem to be in the "professional" categories (i.e. teaching and academic), if the clerical academic staff are not included, the percentage of women considered "professional" drops to 49%, while the male figures remain at approximately 66%.

In examining staff salaries by category, the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,896.77	\$11,796.29	84.9%
Academic	17,171.45	8,562.59	49.9%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$11,288.88	\$ 8,441.57	74.8%
Admin.	13,993.17	6,990.64	50.0%
Plant	8,390.69	6,442.83	76.8%
Ancillary	*	*	100.8%
Total	\$13,241.90	\$ 9,526.46	71.9%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$9,000. To sum up, at Conestoga College, the average female salary is only 71.9% of the average male salary. In the academic category this figure drops to 49.9% and in the administration category to only 50%.

More detailed breakdowns by sub-category are available for teaching and academic staff. In the teaching category they reveal a very interesting phenomenon at Conestoga. Examination of Chart No. 3 below shows the large number of females in the master teaching sub-category. There are in fact more female masters than male masters. 62% of the men are in part-time or junior positions (associate master and below) while only 37.3% of the women are. This is a distinct change from the pattern of other colleges where more women than men are to be found in junior positions. Given below are the statistics by sub-category comparing women's participation rates and salaries.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	29	16
	Assistant Master	66	15
	Associate Master	11	10
	Master	65	68
	Chairman	--	1
TOTAL		171	110
Academic	Clerical	2	25
	Counsellor	6	1
	Director	1	--
	Chairman	9	6
	Dean	3	--
	Vice President	1	--
TOTAL		22	32

*less than 3 people in category.

Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories. As shown below, women's salaries are consistently less than 100% of those of their male peers.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<hr/>			
TEACHING			
Affiliate M.	\$12,057.55	\$11,432.37	94.8%
Assistant M.	13,570.60	11,020.33	81.2%
Associate M.	14,603.27	12,027.20	82.4%
Master	14,928.96	12,013.19	80.5%
Chairman	--	*	--
<hr/>			
TOTAL	\$13,896.77	\$11,796.29	84.9%
<hr/>			
ACADEMIC			
Clerical	*	*	84.6%
Counsellor	*	*	97.1%
Director	*	--	--
Chairman	19,865.00	15,385.66	77.5%
Dean	22,477.66	--	--
Vice Pres.	*	--	--
<hr/>			
TOTAL	\$17,171.45	\$ 8,562.59	49.9%

In all cases above, women's salaries are lower than men's salaries in the same sub-category. This is particularly evident in the academic category where average women's salary is \$8,562.59 while the men's salary is \$17,171.45. Thus the average female salary is 49.9% of the average male salary. This discrepancy is due to women being largely in the clerical academic positions and the men being in the senior executive posts. It should also be noted that at Conestoga there are two (2) men working in the clerical field as opposed to twenty-five (25) women. The male clerks earn approximately \$8,000 a year and the women \$6,700. The reason for this difference should be further examined. In the teaching category, although women are well represented at all levels and predominate in the master category, women masters earn \$3,000 less per year than men masters. A similar situation exists in the other three teaching categories.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

There are no women's programmes at Conestoga College. A tendency to do the traditional women's courses such as "powder puff mechanics" was noted by the liaison person here. However, the college prints a "World of Women" brochure showing women engaged in non-traditional occupations such as technology, encouraging them to realize their "potential" in "a man's world". Attached is a coupon which can be sent away for more information. This is a good example of how a positive outreach programme can give support to women in individual career choices.

IV STATUS OF WOMEN ACTIVITIES

At Conestoga a Women's Steering Committee has been set up to try and collect statistics on where women are in the college and particularly on women working and studying in non traditional fields. This is the only status of women organization in the college. The objectives and terms of reference of the Committee are broad ones and include a detailed plan for action. Ms. M. Hofstetter, liaison person for this study is chairperson of the group.

CONFEDERATION COLLEGE

(Thunder Bay)

Designated liaison person: Ms Ruth Cunningham,
Director of Women's Programmes

I STUDENTS

A Full-time post-secondary

At Confederation College, women students are found mainly in three Divisions: Business, Arts and Health. Only 6.7% of the women are in technology programmes as opposed to 49.1% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	6.7%	49.1%
Business	32.9%	26.6%
Arts	32.5%	23.8%
Health	27.8%	0.5%
TOTAL	99.9%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	12.3%
Business	55.9%
Arts	60.1%
Health	98.1%

Women make up 55.9% of the enrolment in the Business Division. Unlike a majority of other colleges, a further examination of the data reveals that when the Division is subdivided into secretarial and business programmes, although 98.9% of the students in secretarial courses are women, 42.6% of those enrolled in business courses are. This shows a relatively high percentage of women in business courses compared to other colleges.

Women make up 50.6% of the total enrolment at Confederation College. The majority are in one year programmes and many are in Health. If all students in Health are not considered in the statistics a very different picture emerges and women are found to be only 38.2% of the enrolment.

As illustrated on the next page, the courses at Confederation College with only women enrolled are typically female and those with men only, typically male. Although this shows a fairly stereotyped student pattern, it should be noted that three business courses show equal enrolments of men and women.

B Part-time post-secondary

No data available at time report written.

C Continuing Education

Breakdowns by sex for continuing education students at Confederation College were not available for this study.

D Retraining and apprenticeship

Breakdowns on enrolment by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+F)	Female Only
Bus. Gen/Management Industrial Relations Petrol & Auto Mgt. Aviation Mgt. Aircraft Maintenance Architecture Comm. Architectural Tech'n. Architectural Tech. Civil Tech. Electronics Common Industr. Electronic Tech'n. Telecommunic. Tech'n. Mechanical Tech'n. Audiovisual Tech'n. Electrical Tech'n. Bldg. Environment Tech'n.	Radio & T.V. Arts Law & Security - Basic Gen. Arts & Science/Photo Law & Security - Adv. Gen. Arts & Science/Film Business/Data Processing Gen. Business Common Food & Lodging Admin. Personnel Management Survey Tech'n.	General Arts & Science Recreation Leader Gen. Arts & Science/Theatre Business/Data Processing Bus. General/Accounting Bus. General/Finance	Social Service Mental Ret. Counsellor Bus. General/Mkg. General Secretarial Travel & Tourism Radiological Tech'n. Nursing	Early Childhood Executive Secretary Legal Secretary Medical Secretary Food Services Dental Assistant

STAFF

41.6% of the staff at Confederation College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	135	57
Academic	15	25
Support	20	21
Administration	16	28
Plant	36	27
Ancillary	1	1
TOTAL	223	159

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented, particularly at senior levels in both categories and even in the sub-categories women still receive less money than men. The two exceptions to this are in the part-time teaching category and the academic counsellor sub-category.
- 3) 67.3% of the men and 51.6% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 37.7% while the male figure remains at 67.3%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$11,658.47	\$10,236.15	87.8%
Academic	18,217.86	6,984.44	38.3%
Support	10,545.35	6,913.61	65.6%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Admin.	\$16,201.12	\$ 6,101.28	37.7%
Plant	8,275.00	4,442.66	53.7%
Ancillary	*	*	60.5%
TOTAL	\$11,770.97	\$ 7,546.81	64.1%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$12,000. To sum up the above chart, at Confederation College the average female salary is only 64% of the average male salary. In the academic category this figure drops to 38.3% and in the administration category to 37.7%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	12	15
	Assistant Master	44	28
	Associate Master	3	--
	Master	34	4
	Chairman	9	--
	Other Teaching	16	7
	Part Time	17	3
TOTAL		135	57
Academic	Clerical	--	22
	Other Academic	7	1
	Counsellor	3	1
	Director	1	--
	Chairman	--	1
	Dean	3	--
	Vice President	1	--
TOTAL		15	25

*less than 3 people in category.

In teaching ranks, 93% of the women are found in part-time or junior positions (associate master and below) while only 68% of the men are. There are only four (4) female teaching masters at Confederation as opposed to 34 male. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception as noted above of part-time teaching and academic counselling. As shown below in other sub-categories women's salaries are consistently lower than those of male peers.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$11,900.83	\$ 9,718.00	81.7%
Assistant M.	12,938.59	11,803.21	91.2%
Associate M.	13,696.66	--	--
Master	15,124.41	14,365.00	95.0%
Chairman	18,871.11	--	--
Other teaching	6,870.62	5,542.85	80.7%
Part-Time	1,570.35	3,647.00	232.2%
TOTAL	11,658.47	10,236.15	87.8%
<u>ACADEMIC</u>			
Clerical	\$ --	\$ 5,793.68	--
Other Ac.	*	*	73.9%
Counsellor	*	*	137.4%
Director	*	--	--
Chairman	--	*	--
Dean	22,180.00	--	--
Vice Pres.	*	--	--
TOTAL	18,217.86	6,984.44	38.3%

In the academic sub-category, women's salaries are only 38.3% of male salaries. This discrepancy is due to the fact that the women in academic positions are for the most part in clerical positions. In fact, of the twenty-five (25) women in the academic category, twenty-two (22) are in clerical positions. Men in that category, on the other hand, are mainly in senior administrative posts.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

At Confederation, three women's studies courses are offered in the Continuing Education Division. They are:

Women and Film
Women in History 'Herstory'
Family Property Law.

Because these courses were not given status as credit courses the enrolment has been lower than it should be. It is hoped that this will be remedied in the near future and that more women will register in women's studies when credits are awarded.

Realizing the need for women to develop awareness and to identify their own needs, seminars on Today's Woman and New Awareness have been organized by the Director of Women's Programmes at Confederation, Ms Ruth Cunningham. These have been held in Kenora, Patricia, Dryden, Sioux Lookout, and Red Lake. Evaluation forms distributed to the women attending these seminars have been valuable in pointing out specific areas of concern. It seems that Family Property Law is the area which is least understood and for which most information is requested.

The Northern Women's Centre in conjunction with the Director of Women's Programmes at Confederation College is involved in a number of joint projects with the women of Northwestern Ontario for International Women's Year. A group of fifteen women representing twelve women's groups of Northwestern Ontario organized a planning seminar which was held in early December 1974 at the college. Seventy women attended. Out of this International Women's Year Planning Seminar, a group of twenty women was selected to form a steering committee to begin work and to organize activity around the twenty-six resolutions passed at the conference.

One of the main resolutions approved was that an Information Caravan be set up for the purpose of research and study. It will include a library collection, information on family and property law, entertainment for and by women, and information on employment practices. The caravan will travel through Northwestern Ontario and in this way contact with the more isolated women of the province will be facilitated.

Canada Manpower and Women's Programmes at Confederation have developed a curriculum for an International Women's Year project which was scheduled to begin in February 1975. Also under consideration is a Home Management Course of particular interest to the City Social Services in Thunder Bay.

IV STATUS OF WOMEN ACTIVITIES

At present there is no status of women committee at Confederation College. During the one day visit to Confederation a meeting was held with the principal, Mr. Curtis and at that time the possibility of a status of women report was discussed. In the light of this conversation it seems likely that the college will be establishing a status of women committee within the very near future.

V ADDITIONAL INFORMATION

A visit was made to Confederation College on January 14, 1975. Meetings were held with the following people:

Mr. Curtis:	President
Mr. Anderson:	Dean
Mr. Guffman:	Registrar
Mrs. Cunningham:	Director, Women's Programmes
Ms R. Farrell:	Instructor, Women and Film
Mrs. M. Paige:	Status of Women Committee at Lakehead University

Discussions centred around three major topics - the need for a status of women committee at Confederation, involvement of the college with community women and women's programming'. The President seems committed to there being a status of women committee (and study) at the college and is attempting to resolve the question of who in the institution should be responsible. Is such a study a personnel function, an administrative one or specifically one for the Director of Women's Programmes? Due to Confederation's unique situation, both the President and the Dean felt that the terms of reference of such a committee should be broadened to include native peoples. If this were done, Human Rights Committee would probably be a better title.

Ruth Cunningham, as Director of Women's Programming, has been holding discussions recently with members of the college concerning on-going data collection about women for future research possibilities.

Information on other aspects of the day will be found in the Programming for Women section on Confederation.

In summary, the visit to this college showed there to be a great deal of activity with respect to the status of women. This is almost totally due to Ruth Cunningham and her work in the past year. Confederation College has become a forerunner among the colleges in terms of awareness of the special needs of women and is working to meet those needs.

DURHAM COLLEGE

(Oshawa)

Designated liaison person: Ms Joy Dell, Faculty Member
Business Division

College Women's Committee representatives: Ms J. Dell
Ms S. Grenke

I STUDENTS

A Full-time post-secondary

At Durham College, women students are found mainly in two Divisions: Business and Health. Only 0.8% of the women are in technology programmes as opposed to 36.4% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	0.8%	36.4%
Business	50.7%	35.5%
Arts	11.3%	26.6%
Health	37.3%	1.6%
TOTAL	100.1%	100.1%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	18.9%
Business	55.9%
Arts	27.4%
Health	95.3%

Although women make up 55.9% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 23.7% of those enrolled in the business courses are.

Women make up 47.1% of the total enrolment at Durham College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics, a different picture emerges and women are found to be 40.6% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

Durham has approximately 4000 part-time students many of these in the Continuing Education Division. No breakdown was available on male/female participation.

C Continuing education

Breakdowns by sex for continuing education students at Durham College were not available for this study.

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry. The liaison person at Durham noted that under the present Manpower Programme there is one female taking welding.

There is only one apprenticeship programme at Durham. This is a plastics course in which are enrolled fourteen males and no females as of January '75. The students are sent to the college by the Ministry of Labour.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65% + F)	Female Only
Air Transport Tech. Chem. Tech. - Engin. Electronic Tech. Mechanical Tech. Civil Techniques Electronic Techniques Elec. Tech. - Computer Mechanical Techniques Bus. Admin./Ind. Admin. Bus. General/Mkg.	Chemical Tech. Engin. Tech. Comm. Bus. Admin. Bus. Admin./Finance Bus. Admin./Mkg. Bus. Admin./General Bus. Gen./Comm. Personnel Admin. Sports & Entertainment Graphic Comm. Journalism Public Relations	Bus. Admin./Data Processing Legal Office Admin. Bus. Admin./Data Processing Bus. General/Finance Public Administration Communication Arts	Design Arts Common Nursing	Secret. Arts Common Secret. Arts General Secret. Arts Legal Secret. Arts Medical

II

STAFF

45% of the staff at Durham College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	74	40
Academic	1	14
Support	5	8
Administration	16	17
Plant	2	1
Ancillary	1	1
TOTAL	99	81

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented at senior levels in both categories and even in the sub-categories women still receive less money than do the men.
- 3) 75.8% of the men and 66.7% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 51.3% while the male figure remains at 75.8%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,627.29	\$10,238.75	75.1%
Academic	*	*	27.1%

*less than 3 people in category.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 8,410.40	\$ 6,780.12	80.6%
Administration	15,495.50	5,869.41	37.9%
Plant	*	*	49.6%
Ancillary	*	*	77.0%
TOTAL	\$13,762.38	\$ 8,335.61	60.6%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$19,000. What the above chart shows is that at Durham College the average female salary is only 60.6% of the average male salary. In the academic category, this figure drops to 27.1% and in the administration category to 37.9%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	6	11
	Assistant Master	17	23
	Associate Master	33	1
	Master	12	--
	Assistant Chairman	2	3
	Chairman	4	--
	Part-Time	--	2
TOTAL		74	40
Academic	Clerical	--	13
	Chairman	--	1
	Dean	1	--
TOTAL		1	14

*less than 3 people in category.

In teaching ranks, 92.5% of the women are found in part-time or junior positions (associate master and below) while only 75.7% of the men are. At Durham there are twelve (12) males in the master sub-category and no females. Although qualifications are set for each rank, examination of data still shows women receiving consistently lower salaries in all sub-categories with the exception of that of associate master. In the assistant chairman sub-category the difference is particularly evident with the three women assistant chairmen receiving an average salary which is only 2/3 of the average male salary. These salary figures can be seen below in Chart No. IV.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$ 9,950.50	\$ 9,938.27	99.9%
Assistant M.	11,767.58	10,669.39	90.7%
Associate M.	*	*	101.6%
Master	15,349.33	--	--
Assistant Chairman	*	*	65.4%
Chairman	18,793.75	--	--
Part-Time	--	*	--
TOTAL	\$13,627.29	\$10,238.75	75.1%
<u>ACADEMIC</u>			
Clerical	\$ --	\$ 6,332.30	--
Chairman	--	*	--
Dean	*	--	--
TOTAL	*	*	27.1%

Women's salaries are lower than those of their male counterparts. In academic ranks the average female salary is approximately \$7,000 and the average male salary approximately \$25,500. This extremely large discrepancy is due to the fact that at Durham all women in the academic sub-category with the exception of one chairperson are on the clerical staff. The only man in the academic category, on the other hand, is a dean, and therefore fills a senior administrative post.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

The possibility of offering women's programmes in the near future is being considered by Durham College. At present, however, there are no women's programmes at the college. Ms Joy Dell has been hired on a part-time basis to look at the need for women's programmes.

IV STATUS OF WOMEN ACTIVITIES

There is no status of women committee at Durham College. Ms Joy Dell has been hired by the college to look into the possibilities of women's programming but her duties do not include general status of women activities.

FANSHAWE COLLEGE

(London)

Designated liaison person: Ms Beverly Wylie, Executive Secretary
Board of Governors

College Women's Committee representative: Ms Enid Edwards

I STUDENTS

A Full-time post-secondary

At Fanshawe College, women students are found mainly in two Divisions: Arts and Health. Only 1.6% of the women are in technology programmes as opposed to 39.3% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	1.6%	39.3%
Business	18.6%	17.6%
Arts	29.4%	35.8%
Health	50.4%	7.3%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	4.0%
Business	51.1%
Arts	44.8%
Health	87.2%

Although women make up 51.1% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.4% of the students in secretarial courses are women but only 25.5% of those enrolled in the business courses are.

Women make up 49.7% of the total enrolment at Fanshawe College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are found to be 35.4% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

It is estimated that approximately 2% of the part-time Technology Division at Fanshawe College is female. No other figures were available.

C Continuing education

Breakdowns by sex for continuing education students at Fanshawe College were not available for this study.

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry. It was pointed out, however, at the College that they have a woman in their plumbing course this year.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only		Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Male Only	Broadcast Journalism Adv.	Audiovisual Tech'n.	Broadcast Journalismism	Interior Design	Secretarial Executive
	Radio & T.V. Arts Adv.	Photography	Basic Design Common	Environmental Arts	Secretarial Medical
Male Only	Industrial Design	Photography Adv.	Graphic Design	Secretarial Arts	Secretarial Professional
	Creative Electronics	Radio & T.V. Arts	Fine Art	Secretarial legal	Health Records Tech'n.
Male Only	Business Administration	Urban Design	Hotel & Restaurant Mgmt.	Radiological Tech.	Diploma Nurse (St. J)
	Civil Technician	Landscape Design	Electronic Data Processing	Respiratory Tech.	Early Childhood Education
Male Only	Construction Tech'n.	Graphic Arts Mgmt.	Gen. Arts & Science/Science	Dental Assistant	
	Construction Tech.	Grad. Applied Arts	Social Service Worker	Medical Lab Tech.	
Male Only	Architectural Tech.	Foundation Arts Comm.	Math Diploma	Child Care Worker	
	Electronics Tech'n.	Cinematography	General Arts & Science	Behavioral Sci./Comm.	
Male Only	Electrical Tech'n.	Business Comm.	Recreation Leadership	Behavioral Sci./Acad.	
	Electrical/Electronic Tech.	Accounting	Legal Office Admin.	Mental Ret. Counsellor	
Male Only	Electron Tech.	Marketing		Diploma Nurse (Vic)	
	Elect/Refrig./Air Cond.	General Business		Diploma Nurse (St. T)	
Male Only	Motive Power/Auto Mgmt.	Farm Bus. Mgmt. (O)		Diploma Nurse (Word)	
	Motive Power Parts Tech'n.	Farm Bus. Mgmt. (N)		Library Tech'n.	
Male Only	Mfg. Tech'n. Common	Science Lab Tech.		Hospitality & Travel/com	
	Mfg. Tech'n Design	Environment Engin. Tech'n.			
Male Only	Mfg. Tech.	Urban Affairs & Re. Comm.			
	Maintenance Tech'n.	Urban Affairs/Munic. Admin.			
Male Only		Law & Security Admin.			
		Civil Survey Tech'n. Comm.			
Male Only		Architectural Tech'n.			
		Refrig./Air Cond. Tech.			
Male Only		Motive Power Tech'n./Comm.			
		Motive Power Tech'n./Auto			

II

STAFF

43.6% of the staff at Fanshawe College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	282	157
Academic	50	106
Support	22	26
Administration	34	43
Plant	67	16
Ancillary	1	4
TOTAL	456	352

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than do men.
- 3) 72.8% of the men and 74.7% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 48% while the male figure only drops to 72.1%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$14,069.07	\$12,076.81	85.8%
Academic	16,900.50	7,701.05	45.6%
Support	9,824.86	7,875.84	80.2%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Administration	\$11,796.05	\$ 7,179.83	60.9%
Plant	8,675.17	6,268.56	72.3%
Ancillary	*	*	93.3%
TOTAL	\$13,196.96	\$ 9,522.07	72.2%

In no category do women earn near the same salary as the men and in the academic category the difference is approximately \$9,000. Briefly what the chart shows is that at Fanshawe College women's salaries are only 72.2% of the average male salary. In the academic category this figure drops to 45.6%.

More detailed breakdowns by sub-category are available for teaching and academic staff. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	14	7
	Assistant Master	58	27
	Associate Master	60	26
	Master	129	80
	Other teaching	3	1
	Part-Time	18	16
	TOTAL	282	157
Academic	Clerical	3	94
	Other Academic	18	2
	Counsellor	4	3
	Director	2	--
	Assistant Chairman	1	--
	Chairman	16	6
	Assistant Dean	1	--
	Dean	4	1
	Vice President	1	--
	TOTAL	50	106

*less than 3 people in category.

In teaching ranks, 49% of the women are found in part-time or junior positions (associate master and below) while 54.3% of the men are. This change from the pattern of other colleges is in large part due to the comparative over-representation of women in the master category.

Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories of the teaching and academic categories. The one exception to this is in the chairman sub-category where women earn approximately \$30 more than men. The following chart however demonstrates that in the majority of cases women's salaries are consistently lower than their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$10,970.00	\$ 9,492.00	86.5%
Assistant M.	13,082.03	12,534.25	95.8%
Associate M.	14,432.06	13,073.00	90.6%
Master	15,726.29	13,007.15	82.7%
Other teaching	*	*	81.5%
Part-Time	7,418.61	6,461.56	87.1%
TOTAL	\$14,069.07	\$12,076.81	85.8%
<u>ACADEMIC</u>			
Clerical	8,407.00	6,664.54	79.3%
Other academic	*	*	56.2%
Counsellor	13,546.25	11,465.33	84.6%
Director	*	--	--
Assistant Ch.	*	--	--
Chairman	19,672.93	19,713.16	100.2%
Assistant Dean	*	--	--
Dean	*	*	94.9%
Vice President	*	--	--
TOTAL	\$16,900.50	\$ 7,701.05	45.6%

In the academic category the average woman's salary is only 45.6% of the average man's salary. This is in large part due to women being mostly in clerical positions, traditionally a female

*less than 3 people in category.

field. Men in the academic category on the other hand are mainly in senior administrative posts. It should be noted that there are three men in clerical academic positions as opposed to ninety-four women. The average male clerk's salary is \$8,407.00 and the average female clerk's salary is \$6,664.54. Such a discrepancy warrants further investigation. In the teaching category the picture that appears is one of women consistently receiving a smaller average salary than do the men. The difference however is certainly not as drastic as it is in the academic category.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

III PROGRAMMES FOR WOMEN

The courses offered by the experimental "Everywoman's Educational Centre" of Fanshawe College are as follows:

Women: Identity and Direction - designed to stimulate women to think creatively about themselves; the relationship of feminism to women's personal development.

Women and Others - explores women's relationships with others and their responsibilities, and how women define them and are defined by them.

Women in the Mainstream - examines women's intimate involvement with the home, job, education and community as a step in developing a sense of purpose and continuity.

Discovering your Employment Potential

Women in Today's Canadian Fiction: How Are We Portrayed

Divorce: A Beginning

Perspectives on the Psychology of Women

Sex-stereotyping in Children's Literature

The Woman Alone - presents opportunities for growth and personal enrichment in the lifestyle of the woman who lives alone. The course focuses on sharing and building upon experiences.

Babysitting is available for the majority of these courses. These courses are run by three women from the London community who developed and organized the programme themselves. Their proposal is being funded on an experimental basis.

The Continuing Education Division of the college has had a Supervisor of Programmes mostly for women for the past three years. These programmes have generally been those traditionally stereotyped as female (e.g. yoga, belly dancing, embroidery) with the addition of a few other courses such as Women in Today's Fiction.

IV STATUS OF WOMEN ACTIVITIES

There is no status of women committee at Fanshawe College. During a visit to the college, a meeting was held with Sheila Lancaster of their English Department. She and two other faculty women had attempted to start a status of women committee two years ago at Fanshawe College but the response was quite negative and as a result they dropped any ideas they had had of a formal women's organization.

VI ADDITIONAL INFORMATION

A visit was made to Fanshawe College on January 17, 1975. Meetings were held with the following people:

Mrs. B. Wylie:	Office of the Board of Governors
Mr. Brown :	Chairman of Civil Technology
Dr. D. Campbell:	Chairman, Secretarial Programmes
Dr. Wilson:	Chairman, Health and Welfare
Mrs. E. Edwards:	Programmes Mostly for Women, Continuing Education Division
Mr. F. Steinmetz:	Communication Arts
Ms S. Lancaster:	Instructor, English
Ms S. Collier:	Information Services.

Detailed information was gathered and is presented below.

The civil technology programme is divided into four distinct areas: architectural, surveying, civil engineering and construction. The most popular course for women has tended to be architecture. Mr. Brown felt this was largely due to the guidance counselling given in secondary school which perceives architectural technology as suitable for women since it is mainly drafting work in offices. He believes that colleges encourage all students to enter technology programmes and the principle at Fanshawe is to pick students up at whatever stage they are at and bring them along. There has never been a woman in the civil engineering course or construction. The latter is a particularly hard area to break into because field experience

is a prerequisite. When questioned about job opportunities for women, Brown commented he had observed no resistance to hiring women. In fact, the female architecture students were much in demand by employers because they were not clammering for advancement and more money! No women have ever applied for jobs in the technology faculty.

In 1973, the Secretarial Arts Division studied the needs of the community. They discovered that in London there are about 26,000 women between 30 and 45 years old living in the suburbs. The division is trying to fit their programmes to the needs of such people. Dr. Campbell mentioned several methods which they are exploring:

(1) part-time/any time

This programme allows students to carry incomplete courses an additional term at no extra cost. Faculty try to consider the needs of the women individually and acknowledge the special needs of women returning to education.

(2) word processing

A special project is under consideration to establish word processing centres in the suburbs where home-makers could work part time in their own neighbourhood. The college would give the necessary training to use the special equipment.

In sum, this department seemed to be very aware of the special needs of women and were making particular efforts to understand all problems. Dr. Campbell made one interesting comment about men entering secretarial programmes. Not only do they obtain the best jobs (with oil companies or C.N. and lots of travel included), they also quickly move up the ladder into administration!

Dr. Wilson of Health and Welfare programmes saw students in two year programmes as much more career oriented than one year students. In her division, enrolment figures approximate the following: women only - dental assistant
health care aide

women and men - medical lab technician
respiratory technician

men only - orderly.

Faculty in the department are evenly divided between men and women.

The Continuing Education Department at Fanshawe has for the past three years had a Supervisor of Programmes Mostly for Women. Enid Edwards presently holds this position. Until recently, the majority of courses were those traditionally stereotyped as female (e.g. yoga, belly dancing, embroidery) with the addition of a few other courses such as Women in Today's Fiction. Last spring the Division was approached by three women from the London community with a proposal for a women's educational centre. The

proposal was funded on an experimental basis and is presently operating. The courses offered are described in another section of this appendix. Enrolments are presently fairly low, as is expected at the start of any course, but enthusiasm is high.

In the Communication Arts Department the numbers of women in courses is on the increase. Figures for this year show the following picture:

audio visual technician	20% Female
radio and television arts	20% Female
broadcast journalism	25% Female
photography	33% Female.

According to Mr. Steinmetz, there is a heavy screening process before students are accepted into the programmes. The percentage of female applicants accepted after this process is higher than the male success rate. Once into the courses, women do well and statistics kept by the department show women going on to very good jobs on graduation. A concerted effort has been made to place women into production jobs (traditionally a male stronghold and recently some success has been seen. With respect to career orientation, the women students are equal in professional motivation to the men. They are, however, subject to feelings of insecurity (due to the male domination of the communications industry) and have been seen as giving up too quickly. Faculty are aware of this problem and its cause and are spending a lot of time working with the women.

In summary, this department seems particularly sensitive to the special needs of its women students and is working with them to combat traditional stereotypes.

The person at Fanshawe who has done the most work around status of women issues is Ms S. Lancaster. She has been responsible in the past for two major projects to alter the situation of women at all levels in the college. Two years ago, she and two other women faculty members visited every highschool in the London area to try and encourage more women students to enter technology programmes. The project, as far as it went, was successful but due to lack of funding and the resignation from the college of two of the women, it no longer functions. Ms Lancaster's recommendation was that the community colleges needed someone full time on the road talking to public school and highschool students about non-stereotyped careers. Ms Lancaster also tried to start a women's caucus in the college two years ago. One hundred and twenty women turned up for the first meeting but when questioned about courses they would like to see for women wanted only makeup and fashion courses! One last point made by Ms Lancaster was that in her English class which she teaches to Early Childhood Education students, only one third of the all female class is career oriented. The rest are there to work only until they marry.

The above detailed report of what is happening at Fanshawe College

indicates that although certain people are concerned about the status of women, little has been done to act on the concern. The people interviewed stated that in most departments, traditional stereotypes of women's roles were upheld by faculty and students alike. Therefore, although this report paints a picture of some activity it is biased in that only the active people talked to me. The attitude at Fanshawe is best typified by the fact that an outside community group had to initiate the women's centre since college personnel had ignored such a possibility.

GEORGE BROWN COLLEGE

(Toronto)

Designated liaison person: Mr. Lloyd, President

College Women's Committee representative: Ms Linda Williamson

I STUDENTS

A Full-time post-secondary

At George Brown College, women students are found mainly in the Health Division. A relatively high 12% of the women are in technology programmes as opposed to 73.2% of the men. This may be explained to some extent by the presence of the Food Processing Technology Programme and the Dental Assistant Programme in the technology division. It is doubtful whether this adequately explains the situation. George Brown appears to have more females enrolled in its technology division than do the majority of other colleges. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	12.0%	73.2%
Business	13.6%	15.7%
Arts	10.3%	5.6%
Health	64.2%	5.5%
TOTAL	100.1%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	18.2%
Business	54.0%
Arts	71.5%
Health	94.1%

Although women make up 54.0% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 97.5% of the students in secretarial courses are women but only 37.0% of those enrolled in the business courses are.

Women make up 57.6% of the total enrolment at George Brown College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are found to be 35.5% of the enrolment.

Course enrolments complete the picture of a fairly stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

Very detailed information sheets were sent in by George Brown giving breakdowns by sex and course for all non full-time post-secondary students. Unfortunately, this data arrived too late for adequate analysis to be done, since there are approximately 670 courses in this category. Information sheets are therefore available in the college file for future reference.

C Continuing education

See above.

D Retraining and apprenticeship

See above.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Design Tech'n.	Dental Tech'n.	Addiction Counsellor	Child Care Worker	Dental Assistant
Electrical Tech'n.	Hotel/Motel Admin.	Food Procession Tech.	Secret. Arts General	Dietary Service Admin.
Instrument Tech'n.	Civil Survey Tech'n.	Food Administration	Diploma Nursing	Secret. Arts - Legal
Welding Specialist	Archit. Drafting Tech'n.	Bus. General/Accounting	Creative Fashion	Secret. Arts - Medical
Civil Const. Tech'n.	Electronic Tech'n.	Fitness Instructor		Day Care Worker
Concrete Tech'n.	Graphic Arts	Jewelry Arts		
Survey Tech.	Bus. General/Data Proc.	Graphic Design		
Air Conditioning Tech.	Bus. General/Mktg.	Business general		
Plastics Tech'n.	Orthotic/Prosth. Techniques			
Thermosets Tech'n.	Apparel Tech'n.			
Plastics Tech'n.	Furniture Renov. Tech'n.			
Tool & Die Design Tech.	Jewellery Arts Adv.			
Tool Making Tech'n.	Watchmaking			
Mach. & Prod. Design Tech'n.	Orthotic/Prosth. Tech.			
Coatings Tech'n.	Graphic Design Adv.			
Marine Eng. Cadet				
Navigation Officer Cadet				
Electronic Tech.				
Electrical Tech.				
Civil Tech'n.				
Watchmaking Adv.				
Instrumentation Tech.				

II

STAFF

41.6% of the staff at George Brown College are female. Women are found in all staff categories with the exception of the ancillary category as outlined below.

Category	No. Males	No. Females
Teaching	338	252
Academic	46	68
Support	37	25
Administration	75	120
Plant	162	5
Ancillary	1	--
TOTAL	659	470

Although represented in all areas, however, further break-downs reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented particularly at senior levels and that even in sub-categories women for the most part still receive less money than men.
- 3) 58.3% of the men and 68.1% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 59.6% while the male figure only drops to 58%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$14,040.72	\$11,840.08	84.3%
Academic	17,469.17	9,452.38	54.1%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 8,599.54	\$ 6,969.08	81.0%
Administration	12,290.86	6,878.06	56.0%
Plant	6,890.88	5,376.20	78.0%
Ancillary	*	--	--
TOTAL	\$12,006.12	\$ 9,899.87	82.5%

In no category do women earn the same salary as the men and in the academic category the difference in average salary is \$8,000. Briefly what the above chart shows is that at George Brown College the average female salary is only 82.5% of the average male salary. In the academic category this figure drops to 54.1% and in the administration category to 56%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	--	2
	Assistant Master	184	196
	Associate Master	70	22
	Master	84	32
	TOTAL	338	252
Academic	Clerical	2	40
	Other Academic	1	4
	Counsellor	6	6
	Assistant Chairman	27	17
	Chairman	10	1
	TOTAL	46	68

*less than 3 people in category.

In teaching ranks 87.3% of the women are found in part-time or junior positions (associate master and below) while only 75.1% of the men are. There are eighty-four (84) male teaching masters at George Brown as opposed to only thirty-two (32) female.

Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of the academic chairman classification where women earn slightly more than men. In the academic counselling category the difference is also so small that it can be ignored. As shown below however, women's salaries are consistently less than their male counterparts in all other groups.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$ --	\$ *	--
Assistant M.	13,178.27	11,337.01	86.0%
Associate M.	14,444.17	13,979.54	96.8%
Master	15,593.70	13,590.50	87.2%
TOTAL	\$14,040.72	\$11,840.08	84.3%
<u>ACADEMIC</u>			
Clerical	*	*	81.6%
Other Academic	*	*	65.4%
Counsellor	14,753.50	14,733.33	99.9%
Assis. Chairman	17,859.55	14,573.88	81.6%
Chairman	*	*	105.8%
TOTAL	\$17,469.17	\$ 9,452.38	54.1%

In the academic category the average woman's salary is only 54.1% of the average man's. The discrepancy is due in part to women being largely found in the clerical positions, traditionally a female field. Men in the category on the other hand are mainly in senior administrative posts. There are two males in the academic clerical sub-category as opposed to forty females. The average male clerk's salary is more than \$7,000 and the average female clerk's salary is less than \$6,000. This discrepancy warrants further research. In the teaching category although the salary differences are not as large they are equally deserving of further attention.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

At present there are no women's programmes offered at George Brown College. However, there is a part-time course due to begin in March 1975 called Women in Business to be taught by Ms D. Shirchet.

IV STATUS OF WOMEN ACTIVITIES

In a letter dated February 14, 1975, George Brown announced they had established a committee to study the status of women within the college. This group will report its findings to the President. Terms of reference were not outlined but the name of Dean Turner of the Business Division was given as a contact person.

GEORGIAN COLLEGE

(Barrie)

Designated liaison person: Ms Laurie Jones, Training Supervisor
Extension Services

College Women's Committee representative: Ms L. Jones

I STUDENTS

A Full-time post-secondary

At Georgian College, women students are found mainly in two divisions: Arts and Health. Only 1.7% of the women are in technology programmes as opposed to 47.1% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	1.7%	47.1%
Business	19.9%	14.4%
Arts	35.9%	33.3%
Health	42.6%	5.2%
TOTAL	100.1%	100.0%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	5.9%
Business	70.8%
Arts	65.4%
Health	93.5%

Although women make up 70.8% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.3% of the students in secretarial courses are women but only 23.5% of those enrolled in the business courses are.

Women make up 63.7% of the total enrolment at Georgian College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 46.1% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

The overall figure for part-time enrolment at all campus locations of Georgian College for the 1974 calendar year is approximately 15,000 students. The following are figures for part-time students enrolled in day classes in regular college certificate or diploma programmes for September 1, 1974 - January 31, 1975.

Program	Student Enrolment	
	Males	Females
Applied Arts	3	27
Business	--	1
Technology	15	--
TOTAL	18	28

C Continuing education

The liaison person at Georgian reported that in past statistical analysis it has been found that the ratio of men to women on extension courses is usually slightly more than half, with the men heavily weighted on career training courses, and a higher ratio of women on general interest courses.

There were 193 general interest courses offered in the summer school of 1974 at Georgian. Of the total student enrolment of 2,169 in these courses, 1,623 were female.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Bus. Admin./Mktg. Civil Tech. Electronic Tech. Mechanical Tech. Electronic Tech'n. Mech. Drafting Tech'n. Common Tech.	Hotel/Restaurant Mgmt. Business Administration Bus. Admin./Accounting Resources Tech. Survey Tech'n. Marine Navigation Marine Engineering	Law & Security Admin. Advertising Media Processing Communication Arts	Art & Interior Design Secretarial Common Mental Retard'n. Counsellor Diploma Nursing	General Arts & Science Secretary Legal Secretary Medical Fashion Promotion

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

The following chart gives the breakdown for Management Development Programmes, Training in Business and Industry Programmes, the Association Courses offered at Georgian (Barrie area only) September 1, 1974 - January 31, 1975.

	No. of courses	Student enrolment	
		Males	Females
M.D.P.	8	119	28
T.I.B.I.	20	578	21
Association courses (R.I.A., C.G.A.)	6	41	16

II

STAFF

53.8% of the staff at Georgian College are female.
Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	102	101
Academic	27	47
Support	12	15
Administration	23	42
Plant	16	3
Ancillary	1	3
TOTAL	181	211

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) With the exception of the support and ancillary categories, average female salaries are much lower than the average male salaries.
- 2) Examination by sub-category in the teaching and academic field reveals that women are under-represented particularly at senior levels and that in sub-categories women still receive less money than men in the majority of cases.
- 3) 71.3% of the men and 70.1% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 50.2% while the male figure remains constant.

In examining staff salaries by category, the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$12,582.18	\$10,254.71	81.5%
Academic	18,248.88	6,292.38	34.5%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 7,752.33	\$ 7,825.00	100.9%
Administration	12,626.26	6,836.71	54.1%
Plant	9,994.56	5,936.00	59.4%
Ancillary	*	*	116.0%
TOTAL	\$12,843.79	\$ 8,398.53	65.4%

With the exception of the support and ancillary categories women earn less money than men. In the academic category the discrepancy is \$12,000. Briefly what the above chart shows is that at Georgian College the average female salary is only 65.4% of the average male salary.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show that although women are strongly represented numerically in the teaching ranks they are paid less money than men in the same sub-category.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	14	11
	Assistant Master	30	45
	Associate Master	30	17
	Master	9	11
	Assistant Chairman	1	2
	Chairman	5	6
	Other Teaching	11	6
	Part-Time	2	3
TOTAL		102	101
Academic	Clerical	--	42
	Other Academic	23	4
	Counsellor	--	1
	Director	1	--
	Dean	3	--
TOTAL		27	47

*less than 3 people in category.

In the teaching category 85.3% of the men are in part-time or junior positions (associate master and below) while 81.2% of the women are. In spite of this seeming equality of participation however, examination of data still shows women receiving lower salaries in all sub-categories of the teaching group with the exception of part-time work. Although qualifications are set for each rank, women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$11,031.42	\$ 9,630.90	87.3%
Assistant M.	11,655.40	9,413.48	80.8%
Associate M.	12,369.03	10,729.35	86.7%
Master	15,262.22	11,081.63	72.6%
Assistant Chairm.	*	*	94.7%
Chairman	18,622.00	12,615.33	67.7%
Other Teaching	13,074.54	10,711.66	81.9%
Part-Time	*	*	117.5%
TOTAL	\$12,582.18	\$10,254.71	81.5%
<u>ACADEMIC</u>			
Clerical	--	5,616.71	--
Other Acad.	17,291.73	12,210.00	70.6%
Counsellor	--	*	--
Director	*	--	--
Dean	24,450.00	--	--
TOTAL	\$18,248.88	\$ 6,292.38	34.5%

In the academic category the average woman's salary is 34.5% of the average male salary. This is easily explained by the fact that the majority of women in this category are found in clerical positions, traditionally a female field.. Men on the other hand are mainly in the senior administrative posts such as dean.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

There are no women's programmes being offered at Georgian College. A committee of seven women from the community and Ms Laurie Jones, a training supervisor from the extension services division of the college has been attempting to assess and define the need for women's programmes at Georgian. A proposal has been drawn up and the committee is now awaiting the President's response.

IV STATUS OF WOMEN ACTIVITIES

There is no formal status of women committee at Georgian College. A group of seven women from the community have been working with Laurie Jones in trying to define the needs of the women in the surrounding area. The terms of reference for this group are strictly educational. A status of women committee was proposed to the president of the college but his reply was phrased in negative terms.

HUMBER COLLEGE

(Etobicoke)

Designated liaison person: Ms Renate Krakauer, Director
Centre for Women

College Women's Committee representatives: Ms R. Krakauer
Ms D. Lee, Community Worker,
Centre for Women

I STUDENTS

A Full-time post-secondary

At Humber College, women students are found mainly in two divisions: Arts and Health. Only 4.4% of the women are in technology as opposed to 28.0% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	4.4%	28.0%
Business	19.6%	29.0%
Arts	38.3%	13.9%
Health	23.1%	5.0%
Other	14.6%	24.1%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female, although to a lesser extent than demonstrated by a majority of colleges. This is illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	13.9%
Business	41.0%
Arts	73.9%
Health	82.7%
Other	38.5%

Although women make up 41.0% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.7% of the students in secretarial courses are women but only 20.1% of those enrolled in the business courses are.

Women make up 50.8% of the total enrolment at Humber College. The majority however are in one year programmes and many are in health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 42.4% of the enrolment.

Course enrolments complete the picture of a relatively stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

There were no figures available on part-time post-secondary students at Humber College.

C Continuing education

Breakdowns by sex for continuing education students at Humber College were not available for this study.

D Retraining and apprenticeship

Approximately one third of Humber's 2,800 retraining students come from Manpower. Breakdowns on enrolments by sex and programme of these Manpower Adult Training Programmes are available within the Ministry.

There are, at present, 160 apprentices at Humber, registered for the most part, in predictably sex stereotyped programmes.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Civil Tech. Survey Tech. Electrotech. Tech. Electronics Tech. Survey Tech'n. Civil Tech'n. Mech. Design Tech'n. Electronic Tech'n. Creative Cinematog. Arts Mgmt. Fetrig./Air Cond. Tech. Indust. Safety Tech. Med. Equipment Maint. Tech'n. Furniture & Access Chemical Tech. Mech. Tech'n./Num. Control Indust. Sales Rep. Travel & Tourism	Indust. Mgmt. Tech. Architectural Tech. Music Radio Broadcasting Chem. Tech. - Bio. Science Architec. Design Tech'n. Tool & Die Design Tech'n. Electrical Control Tech'n. Instructional Mat. Tech'n. Funeral Services Landscape Tech. Business Administration Accounting Marketing Data Processing Hotel/Restaurant Admin. Computer Programmer Business General Ambulance & Emergency Care Furn. Design Advanced Creat. Photography Adv. Creat. Cinematography Adv. Landscape Tech'n.	Laboratory Tech'n. Painting Interior Design Creative Photography Advertising & Graphic Design Journalism Public Relations Communication Arts Recreation Leadership Human Relations Law & Security Admin. General Arts & Science Community Studies Adv. Computer Operator Painting Advanced Advertising/Graphic Des. Adv.	Diploma Nursing Social Service Worker Early Childhood Ed. Special Care Couns. Fashion Careers Adv. Tourism Advanced Horsemanship Secretarial General Child Care Worker Pharmacy Assistant Retail Floriculture Nursing Assist. (Reg.) Interior Design Adv.	Family & Consumer Studies Secret. Arts/Executive Secret. Arts/Legal Secret. Arts/Medical Coronary Care Early Childhood Ed./Handicap Modelling R.N.A. - Operating Room Secret./Medical Secret./Legal Secret./Executive

II

STAFF

42.9% of the staff at Humber College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	257	119
Academic	18	33
Support	38	28
Administration	67	144
Plant	119	30
Ancillary	11	29
TOTAL	510	383

Although represented in all areas, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented particularly at senior levels and that in sub-categories also women still receive less money than men in the majority of cases.
- 3) 53.9% of the men and 39.7% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 33.2% while the male figure remains at 53.7%, still above the half way mark.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,522.34	\$12,099.93	89.5%
Academic	18,204.27	8,203.57	45.1%

Category	Average Salary		Female Average Salary as % of Average Male Salary
	Male	Female	
Support	\$ 9,183.39	\$ 7,376.17	80.3%
Administration	11,208.74	6,612.19	59.0%
Plant	8,369.82	6,155.73	73.5%
Ancillary	8,105.45	5,496.58	67.8%
TOTAL	\$11,741.26	\$ 8,390.00	71.5%

In no category do women earn near the same salary as the men and in the academic the difference in average salary is approximately \$10,000. Briefly what the above chart shows is that at Humber College the average female salary is only 71.5% of the average male salary. In the academic category this figure drops to 45.1%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	6	29
	Assistant Master	75	29
	Associate Master	20	11
	Master	118	43
	Assistant Chairman	20	2
	Chairman	6	1
	Other Teaching	8	3
	Part-Time	4	1
TOTAL		257	119
Academic	Clerical	1	25
	Other Academic	4	--
	Counsellor	1	2
	Director	4	2
	Assistant Chairman	1	1
	Chairman	1	--
	Dean	5	1
	Vice President	1	--
TOTAL		18	33

In teaching ranks, 61.3% of the women are found in part-time of junior positions (associate master and below) while only 44% of the men are found here. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of part-time staff and women in the sub-category of chairman and clerical academic. As shown below women's salaries are consistently less than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,535.83	\$11,483.51	109.0%
Assistant Master	12,485.26	11,733.44	94.0%
Associate Master	14,501.50	12,227.72	84.3%
Master	14,168.61	13,066.16	92.2%
Assis. Chairman	14,571.75	14,427.50	99.0%
Chairman	*	*	108.2%
Other Teaching	12,504.87	5,900.00	47.2%
Part-Time	1,698.00	2,880.00	170.0%
TOTAL	\$13,522.34	\$12,099.93	89.5%
<u>ACADEMIC</u>			
Clerical	*	*	114.1%
Other Academic	13,553.50	--	--
Counsellor	*	*	91.6%
Director	*	*	93.4%
Assistant Chairman	*	*	95.5%
Chairman	*	--	--
Dean	*	*	91.1%
Vice President	*	--	--
TOTAL	\$18,204.27	\$ 8,203.57	45.1%

In the academic category the average woman's salary is only 45.1% of the average male's salary. This discrepancy is due to the fact that women are largely in clerical academic positions, traditionally a female field. Men on the other hand in this category are mainly in senior administrative posts such as dean, director or chairman. Unlike other colleges where there are also men in clerical positions, Humber does not pay the male clerk more than the female clerk.

In order to ascertain that the above discrepancies in salary and participation rates are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

The Centre for Women at Humber College is in its fourth year as a community outreach project. Programmes have been developed for the purpose of responding positively to the women in the community. The courses offered in the fall programme of 1974 were as follows:

Opportunity for Change - a programme to assist women who wish to plan for future employment, further education, or volunteer work

Writing and Editing for the Non-Professional - instruction provided in the writing of press releases and feature stories; basic publicity techniques; writing and editing a bulletin or newsletter and basic research techniques

Women in Canadian Literature

Effective Communications

Management for Women: The First Step - a two part course designed to help women in realistically assessing their ability to advance in a career in the changing business and professional climate today.

Over the past few years a number of different programmes have been offered by the Centre for Women at Humber. One such is a developmental programme which is funded by the Federal Department of Health and Welfare for the purpose of working with single parent women living on mothers' allowance. The programme is developmental and evaluational in nature and is scheduled to run for a two and a half year period beginning November 1974, with a staff of five. This type of programme typifies the strong commitment at Humber to working with low income women.

For the first time a credit course called "The Female Experience" was offered as a general studies elective at Humber in September 1974, in the Social Sciences and Humanities department. The course examines the psychological and social differences between the sexes; investigates their origins in the interaction of biological inheritance, cultural values and social institutions; and analyzes the effects of these differences.

The students in this course are mainly women between the ages of seventeen and twenty. The course has proven extraordinarily popular and has been offered for a second semester. Some thought is being given to expanding "The Female Experience" into a number of courses.

The Centre for Women also holds periodic conferences. Last year (1974), a Women and the Law Conference was held in the spring. It was attended by over 500 women and a few men. Plenary sessions included a native women's panel, a presentation by Judy LaMarsh, and an Equal Work - Equal Pay Dialogue Saturday afternoon. Workshop sessions considered such concerns as family law, divorce and separation, women and public assistance, family planning and abortion and equal work - equal pay legislation.

A follow-up record of information shared, concerns expressed and recommendations made during the workshops was kept.

This year a six week course on Women and Film is planned for the winter session. As with many of the other courses, it will be offered in a setting outside the college to encourage more women to attend.

IV STATUS OF WOMEN ACTIVITIES

Humber is the only community college to have a status of women report completed. The report was made by a nine member committee who received their terms of reference from President Wragg. The report was published in February 1974 and since that time the committee has not been active as they have been waiting for a response from the Board of Governors. The purpose of the report was to assess the attitudes, rank and salaries of women employed at Humber College. The general feeling of the committee was that institutions have a responsibility to develop potential of all their employees, both male and female. On the committee were faculty, administration and support staff representatives. Students were not included since this particular report was to deal with staff only. The major feelings to come out of the questionnaire completed by one hundred and fifty-five women employed at Humber was a concern about the lack of opportunity for advancement within the college for women and a desire for greater participation at all levels of college activity. There are certain weaknesses in the Humber status of women report but some of the statistics which they have produced are revealing ones. For example, 46.9% of the female administrative and support staff were found to earn less than \$6,000 a year as compared to only 2.1% of the male staff in those categories. 90.3% of the female non-academic staff earns less than \$9,000 a year as compared with 54.7% of the non-academic male staff. Of the eight lowest salary classifications, six are populated almost totally by women, one position is held by both men and women and only one classification is predominantly male. Of fourteen senior administrative posts, only one was held by a woman. This situation has now altered to a certain extent with the appointment of Jackie Robarts as principal of the largest campus of Humber.

The recommendations of the report were fairly far-reaching. They included the establishment of a career assessment centre, the recommendation that efforts be made to appoint competent women to the Board of Governors and other college decision-making bodies, the appointment of a faculty committee to develop women's studies courses, the establishment of a children's educational drop-in centre, the establishment of monitoring

procedures for sex stereotyping in job classifications, affirmative action to get more women into middle and upper level positions, and the appointment of a Human Rights Administrator to implement the recommendations of the report. The other major recommendation was that within a year a second report be written on what has been achieved from the above recommendations. That year is now finished and to date virtually no action has been taken on any of the recommendations.

V ADDITIONAL INFORMATION

A visit was made to Humber College on January 21, 1975. Meetings were held with the following people:

Mr. Embree:	Registrar
Ms Tallon:	Executive Assistant to the President
Mr. Wilock:	Acting Dean of Professional Development
Mr. W. Thompson:	Professional Development
Mr. M. Jones:	Professional Development Staff
Ms D. Lee :	Centre for Women
Mr. T. Norton:	Dean, Retraining and apprenticeship

Very little information was acquired from these meetings other than what is given elsewhere in this Appendix.

The Professional Development staff are developing programmes particularly for women at Humber. These programmes are in the area of self-assessment and life and work planning. This activity is partly due to the involvement of the ProDev people in the Humber Status of Women Report last year. With respect to this report, it was revealed that little action has been taken on the recommendations. (See part IV, STATUS OF WOMEN ACTIVITIES). This is due to the report having been referred to a committee of the Board of Governors who are presently studying it.

Mr. Norton was able to give some additional information on where women are enrolled in his division, as follows:

English Second Language - large numbers of immigrant women
Commercial - 80% female

Technical Skills - a) hairdressing - 99% female
b) hard core - 3 females out of 1000

Academic upgrading - 108 females/194 males.

All students in his division are felt to have a strong career orientation.

LAMBTON COLLEGE

(Sarnia)

Designated liaison person: Mr. Robert H. Hackney, Director of Continuing Education & Community Servi

I STUDENTS

A Full-time post-secondary

At Lambton College, women students are found mainly in three divisions: Business, Arts and Health. Only 8.7% of the women are in technology programmes as opposed to 52.0% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	8.7%	52.0%
Business	26.1%	30.3%
Arts	32.3%	16.8%
Health	32.9%	.01%
TOTAL	100.0%	99.1%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	15.2%
Business	47.9%
Arts	67.3%
Health	97.5%

A comparatively high 15.2% of the technology Division is made up of women. Although women make up 47.9% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.3% of the students in secretarial courses are women but only 23.5% of those enrolled in the business courses are.

Women make up 51.7% of the total enrolment at Lambton College. The majority appear to be in Health. If all students in Health are not considered in the statistics a different picture emerges and women are found to be 42.0% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

	No. Women	% Women	Total Registration
Liberal & Applied Arts	109	63%	180
Art	198	71%	280
Business	152	57%	265
Technical	13	7%	214
Career & General Interest	1000	60%	1627
Health Care Aide	70	100%	70
TOTAL	1522	58%	2636

This chart was sent into the project by the liaison person at Lambton College. It is unclear whether the figures in the "Career & General Interest" category represent part-time post-secondary students or continuing education students.

C Continuing education

Breakdowns by sex and programme for continuing education students at Loyalist were not available for this study.

D Retraining and apprenticeship

FULL TIME RETRAINING		(January 1975)	
PROGRAMME		Females	Males
Academic Upgrading		52	60
Business & Commercial		79	2
Welder		1	11
Piping		1	1
English Second Language		12	19
Retailing		12	1
Health Care Aide		15	--
Cooks		1	3
Dining Room		4	--
Home Entertainment Electronics Servicing		1	10
TOTAL		178	107

Women make up 62.5% of the enrolment in full time retraining programmes at Lambton College.

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Bus. Gen./Marketing Chemical Tech. Electronic Tech. Chemical Tech'n. Mech. Drafting Tech'n. Process Operations	Mechanical Tech. Business Common Communication Arts Bus. Administration	Bus. General/Accounting General Arts & Science	Early Childhood Educ. Secretarial Common Diploma Nursing Med. Lab Tech.	Secretarial Legal Bus. Admin. Common Secretarial Medical Secretarial Executive

II

STAFF

41.3% of the staff at Lambton College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	50	24
Academic	10	9
Support	7	10
Administration	8	12
Plant	6	2
TOTAL	81	57

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men.
- 3) 74.1% of the men and 57.9% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 43.9% while the male figure remains at 74.1%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,396.12	\$ 7,424.08	55.4%
Academic	19,217.40	7,187.00	37.4%
Support	10,100.85	6,602.80	65.4%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Administration	\$18,025.87	\$ 6,118.66	33.9%
Plant	*	*	55.4%
TOTAL	\$13,961.28	\$ 6,882.19	49.3%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is \$12,000. Briefly what the above chart shows is that at Lambton College the average female salary is only 49.3% of the average male salary. In the academic category this drops to 37.4% and in the administration category it drops even further to 33.9%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	1	1
	Assistant Master	10	5
	Associate Master	2	2
	Master	33	7
	Other Teaching	1	--
	Part-Time	3	9
TOTAL		50	24
Academic	Clerical	--	8
	Other Academic	1	--
	Counsellor	2	--
	Director	2	1
	Assistant Chairman	1	--
	Chairman	3	--
	Dean	1	--
TOTAL		10	9

*less than 3 people in category.

In teaching ranks, 34.0% of the men are found in part-time or junior positions (associate master and below) while 70.8% of the women are found here. There are thirty-three (33) male teaching masters at Lambton but only seven (7) females fall into this same category. Although qualifications are set for each rank, examination of data still shows women receiving lower salary in all sub-categories. As shown below, women's salaries are consistently less than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Ma Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	*	*	96.8%
Assistant Master	11,204.80	10,596.40	94.6%
Associate Master	*	*	79.6%
Master	14,621.42	10,713.57	73.3%
Other Teaching	*	--	--
Part-Time	8,626.66	1,904.33	22.1%
TOTAL	\$13,396.12	\$ 7,424.08	55.4%
<u>ACADEMIC</u>			
Clerical	--	5,835.37	--
Other Academic	*	--	--
Counsellor	*	--	--
Director	*	*	95.2%
Assist. Chairman	*	--	--
Chairman	22,462.00	--	--
Dean	*	--	--
TOTAL	\$19,217.40	\$ 7,187.00	37.4%

In the academic category the average woman's salary is only 37.4% of the average male salary. This discrepancy is due mainly to women being largely in clerical positions, traditionally a female field. Men in the academic category, on the other hand, are found in senior administrative posts with few exceptions.

The above charts and explanations show that at Lambton College the situation with respect to women's participation and salary rates is even more serious than in other institutions. In most institutions the average woman's salary rates are approximately 70% of the men's salary rates, whereas examination of the Lambton figures shows that this figure drops to 49.3% there.

*less than 3 people in category.

In order to ascertain that the above discrepancies are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

III PROGRAMMES FOR WOMEN

Part-time courses in the Continuing Education Division of the college are offered especially for women. These, however, are not part of a formal programme but are arranged in a series of sessions designed to counsel and reorient women with respect to the world of employment. A number of general interest activities are also offered such as yoga, guitar playing and ceramics.

IV STATUS OF WOMEN ACTIVITIES

Conversations with the liaison person at Lambton College indicated that he relies on informal feedback from his classes concerning the status of women at the college. He intends to form a standing advisory group of women from the community in the near future.

LOYALIST COLLEGE

(Belleville)

Designated liaison person: Ms Lana Robinson, Faculty Member
School of Business & Communications

College Women's Committee representative: Ms Karen Maxwell

I STUDENTS

A Full-time post-secondary

At Loyalist College, women students are found mainly in two Divisions: Arts and Health. Only 1.8% of the women are in technology programmes as opposed to 34.4% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	1.8%	34.4%
Business	18.6%	34.7%
Arts	40.5%	30.8%
Health	39.1%	0.4%
TOTAL	100.0%	100.3%

Examination of the enrolment by division shows that women pre-dominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	4.5%
Business	31.7%
Arts	53.2%
Health	99.0%

Although women make up 31.7% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 14.1% of those enrolled in the business courses are.

Women make up 46.4% of the total enrolment at Loyalist College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be only 35% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

Part-time day students:

Programme	Male	Female
Health	--	9
Applied Arts	3	--
Technology	11	--
Business	1	1
TOTAL	15	10

Women make up 40% of the part-time day students at Loyalist. All of these women, with one exception are in Health programmes.

C Continuing education

Breakdowns by sex for continuing education students at Loyalist were not available for this study. There are approximately 7,000-8,000 students, an estimated 60-70% of whom are women. (January 31/75).

D Retraining and apprenticeship

As may be seen from the chart below, 100% of the students in apprenticeship programmes at Loyalist were men. (Figures for

January 31/75).

APPRENTICESHIP PROGRAMMES

Programme	Males	Females
Welding	33	--
Industrial Maint. Mech.	14	--
Electronics Service Tech'n.	27	--
TOTAL	74	--

There were 25 men and 26 women enrolled as new students in the "Upgrading Only" programme offered by Manpower Retraining. (January 1975) Breakdowns by sex and programme on enrolments in Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Civil Tech.	Chemical Tech'n.	Educ. Resource Tech'n.	Social Service Worker	Secret. Common
Electronic Tech.	Survey Tech'n.	Mental Ret. Counsellor	Early Childhood Educ.	General Secretarial
Archit. Drafting Tech'n.	Environ. Science Tech'n.		Nursing Assist. - Reg.	
Civil Tech'n.	Accounting		Diploma Nursing	
Electrical Tech.	Electronic Data Proc.			
Electrical Tech'n.	Business General			
Electronic Tech'n.	Assess. & Real Estate			
Mech. Tech'n. Common	Comm. Studio Techniques			
Tech. Common	Law & Security Ngmt.			
Mechanical Tech'n.	Chemical Tech.			
Construction Tech'n.	Gen. Arts & Science			
Bus. Admin./Accelerated	Hotel/Restaurant Mgmt.			
Electrical Tech'n./Acc.	Accounting Acc.			
Electronic Tech'n./Acc	Security Officer			
Mech. Tech'n./Acc.	Electronic Data Proc. Adv.			
Assess.&Real Estate/Acc.	Comm. Studio Techniques Adv.			
Accounting Adv.	Hotel/Restaurant Mgmt. Adv.			
Business Administration				
Gen. Arts & Science Adv.				

II

STAFF

38% of the staff at Loyalist College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	112	50
Academic	9	12
Support	26	16
Administration	21	30
Plant	30	13
Ancillary	1	1
TOTAL	199	122

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men.
- 3) 60.8% of the men and 50.8% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 41.8% while the male figure remains at 59.3%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Average Female Salary as % of Average Male Salary
	Male	Female	
Teaching	\$12,080.25	\$ 9,811.12	81.2%
Academic	19,021.33	6,771.58	35.6%

Category	Average Salary		Average Female Salary as % of Average Male Salary
	Male	Female	
Support	\$ 8,530.96	\$ 5,787.68	67.8%
Administration	11,794.47	6,118.50	51.9%
Plant	7,695.13	4,999.15	65.0%
Ancillary	*	*	50.3%
TOTAL	\$11,223.25	\$ 7,519.99	67.0%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$13,000. Briefly what the above chart shows is that at Loyalist College the average female salary is only 67% of the average male salary. In the academic category this figure drops to 35.6%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	17	8
	Assistant Master	25	19
	Associate Master	22	6
	Master	32	5
	Chairman	1	--
	Other Teaching	--	2
	Part-Time	15	10
TOTAL		112	50
Academic	Clerical	3	11
	Other Academic	2	--
	Director	2	--
	Assistant Chairman	--	1
	Dean	2	--
TOTAL		9	12

*less than 3 people in category.

In teaching ranks, 70.5% of the men are found in part-time or junior positions (associate master and below) while 90% of the women are found here. There are thirty-seven (37) teaching masters at Loyalist College, only five (5) of whom are women. Although qualifications are set for each rank, examination of data shows women receiving lower salaries in all sub-categories. As shown below women's salaries are consistently less than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$11,891.41	\$10,816.37	91.0%
Assistant Master	12,532.72	11,638.73	92.9%
Associate Master	13,592.72	12,203.66	89.8%
Master	14,802.84	11,140.00	75.3%
Chairman	*	--	--
Other Teaching	--	*	--
Part-Time	3,259.00	3,236.70	99.3%
TOTAL	\$12,080.25	\$ 9,811.12	81.2%
<u>ACADEMIC</u>			
Clerical	12,025.66	6,069.00	50.5%
Other Academic	*	--	--
Director	*	--	--
Assis. Chairman	--	*	--
Dean	*	--	--
TOTAL	\$19,021.33	\$ 6,771.58	35.6%

In the academic category the average woman's salary is 35.6% of the average male's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. Men in the category on the other hand are mainly in senior administrative posts. It should be noted that there are three males in clerical positions and eleven females. The average male clerk's salary is over \$12,000 and the average female's just over \$6,000. This discrepancy requires further investigation. In order to ascertain that the above discrepancy in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

A daytime course in "Women in Canadian Literature" and an evening course in "Canadian Women and the Law" are offered at Loyalist College.

A recent attempt to set up a sociology of women course failed as it apparently did not fit into the defined programme structures.

A media secretarial course which combines secretarial and communications skills into its programme is offered at Loyalist. It was felt that this programme would allow women to break into the male dominated world of production more easily if media skills were combined with secretarial skills. This study questions the efficacy of such a programme as empirical evidence suggests that once a woman casts herself in the secretarial mould she tends more often than not to remain there.

IV STATUS OF WOMEN ACTIVITIES

As far as the project was able to ascertain there is no formal or informal status of women group operating at Loyalist College.

V ADDITIONAL INFORMATION

A visit was made to St. Lawrence College on February 3, 1975. During that visit, representatives from Loyalist College came from Belleville to talk with us. Discussions were held with the following people:

Ms V. Savage:	Student
Ms M. Bosiak:	Faculty
Ms S. Sandquist:	Support Staff
Ms L. Pound:	Technician
Ms D. Argue:	Technician
Ms K. Maxwell:	Faculty

Most of the very valuable data to come from this day of information sharing has been integrated into other sections of this Appendix and the main body of the report. It should be noted here, however, that there is a Secretarial Professional Development Committee at Loyalist College, started by the Director of

Academic Services and the Director of Planning. The aim of this committee is unclear since there has been no attempt to tie such a group in with the establishment of career ladders for staff.

Enthusiasm for a status of women report at Loyalist was evident among representatives.

MOHAWK COLLEGE

(Hamilton, Brantford, Stoney Creek)

Designated liaison person: Ms Shirley Ann Wray, Programme Director,
Health Sciences and Women's Programmes

College Women's Committee representatives: Ms Shirley Ann Wray
Ms Marion Creesy

I STUDENTS

A Full-time post-secondary

At Mohawk College, women students are found mainly in two Divisions: Business and Health. Only 7.2% of the women are in technology programmes as opposed to 58.4% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	7.2%	58.4%
Business	25.1%	27.2%
Arts	16.6%	12.7%
Health	51.1%	1.7%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	10.7%
Business	47.3%
Arts	55.9%
Health	96.7%

Although women make up 47.3% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.7% of the students in secretarial courses are women but only 28.8% of those enrolled in the business courses are.

Women make up 49.3% of the total enrolment at Mohawk College. The majority however are in one year programmes and in Health. If students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 31.8% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

There were 25 men and 10 women enrolled in part-time post-secondary programmes during the fall of 1974 at Mohawk College. Breakdowns by programme were not available.

C Continuing education

Breakdowns by sex for continuing education students at Mohawk College were not available for this study.

D Retraining and apprenticeship

From September of 1974 to December of 1974, there were a total of 1753 men and 3072 women enrolled in retraining programmes at Mohawk College. In part-time retraining programmes there were 1026 men and 488 women. The part-time enrolment in English Language Programmes was 1152, approximately 50% of which was made up of women. There were 180 men and 20 women enrolled in apprenticeship programmes per intake, with five intakes per year.

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
<p>Electronics Tech'n. Industrial Tech'n. Instrument Tech'n. Mech. Drafting Tech'n. Motive Power Tech'n. Construction Tech'n. Civil Tech. Control Systems Tech. Mech. Tech. Common Metallurgical Tech. Quality Control Tech. Transport Tech. Mech. Tech./Production</p>	<p>Communications Arts Community Planning Ins. Admin. Common Bus. General/Mktg. Business Administration Architectural Tech'n. Civil Tech'n. Architectural Tech'n. Chemical Tech. Computer Systems Tech. Electronics Tech. Indust. Mgmt. Tech. Textile Tech. Business Administration Community Schools Worker Ins. Admin. General Mechanical Tech. Ins. Admin. Life</p>	<p>Law & Security Admin. Recreation Leader Business Gen. Accounting Business Gen. Finance Data Processing Chemical Tech'n.</p>	<p>Child Care Worker Early Childhood Educ. Social Service Worker Secretarial Common Physiotherapy Radiography Medical Lab Tech. Diploma Nurse - Civic Diploma Nurse - St. Joseph's</p>	<p>Diploma Nurse - Brantford Diploma Nurse - Chedok Secretarial Arts/Business Secretarial Arts/Legal Secretarial Arts/Medical</p>

II

STAFF

42.7% of the staff at Mohawk College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	274	155
Academic	9	41
Support	28	40
Administration	42	61
Plant	73	16
Ancillary	2	6
TOTAL	428	319

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented particularly at senior levels and that in sub-categories women still receive less money than men.
- 3) 66.1% of the men and 61.4% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 49.8% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Average Male Salary
	Male	Female	
Teaching	\$14,369.49	\$11,707.26	81.5%
Academic	21,899.11	7,314.53	33.4%

Category	Average Salary		Average Female Salary as % of Average Male Salary
	Male	Female	
Support	\$10,433.57	\$ 8,025.10	76.9%
Administration	14,096.33	6,906.14	49.0%
Plant	9,143.47	5,608.93	61.3%
Ancillary	*	*	67.3%
TOTAL	\$13,335.19	\$ 9,372.65	70.3%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$14,500. In brief, what the above chart shows is that the average female's salary at Mohawk College is only 70.3% of the average male's salary. In the academic category this figure drops to 33.4%.

More detailed breakdowns by sub-category and category are available for teaching and academic staff. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	4	11
	Assistant Master	92	42
	Associate Master	19	19
	Master	123	74
	Assistant Chairman	22	7
	Chairman	14	1
	Other Teaching	--	--
	Part-Time	--	1
TOTAL		274	155
Academic	Clerical	--	37
	Other Academic	3	--
	Director	1	--
	Assistant Chairman	--	3
	Chairman	1	1
	Dean	4	--
TOTAL		9	41

*less than 3 people in category.

In teaching ranks, 50% of the men are found in part-time or junior positions (associate master and below) while 51.6% of the women are. The difference here is much smaller than it is at most of the colleges and this is accounted for by the relatively large number of women in the master category at Mohawk. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all of the sub-categories. As shown below women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,325.00	\$10,269.27	99.5%
Assistant Master	12,717.00	10,875.23	85.5%
Associate Master	13,570.94	11,501.84	84.8%
Master	14,783.23	12,034.06	81.4%
Assis. Chairman	16,727.59	16,117.71	96.4%
Chairman	*	*	82.9%
Part-Time	--	*	--
TOTAL	\$14,369.49	\$11,707.26	81.5%
<u>ACADEMIC</u>			
Clerical	--	6,192.59	--
Other Academic	18,577.33	--	--
Director	*	--	--
Assis. Chairman	--	16,923.33	--
Chairman	*	*	94.1%
Dean	24,685.00	--	--
TOTAL	\$21,899.11	\$ 7,314.53	33.4%

In the academic category the average woman's salary is only 33.4% of the average male's salary. This discrepancy is due to women being largely in clerical positions, traditionally a female field. Of the forty-one women in the academic category at Mohawk, thirty-seven are clerical workers. Men, on the other hand, are mainly in the senior administrative posts.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

Women's studies courses have been operating for one year at Mohawk College. They were set up in answer to a concern for and an awareness of the special needs of women as communicated by the community and as seen in counselling within the college.

A fifteen week Opportunities for Women course has been offered twice and been very successful. It will continue to be offered in the future. A number of other courses are also offered in the evening. These are as follows:

Women and Men Today

Women in Literature

Working Mothers - this course is offered with an arrangement for day care

A Programme Director for Health Sciences and Women's Programmes, Ms Shirley Ann Wray, has recently been appointed to the Continuing Education Division. A "human development centre" has been proposed and is undergoing consideration at present.

IV STATUS OF WOMEN ACTIVITIES

There is an informal faculty women's group at Mohawk College. It is active and involved only with the internal community. As far as we know, they are not planning a status of women report at present.

NIAGARA COLLEGE

(Welland)

Designated liaison person: Ms Gail Hilyer, Chairperson,
Extension Division, School of Applied Arts

College Women's Committee representatives: Ms Gail Hilyer
Ms Bette Ferguson

I STUDENTS

At Niagara College, women students are found primarily in two divisions: Arts and Health. Only 0.7% of the women are in technology programmes as opposed to 35.8% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	0.7%	35.8%
Business	19.5%	28.9%
Arts	43.9%	34.0%
Health	35.9%	0.7%
Other	--	0.6%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	2.3%
Business	43.5%
Arts	59.6%
Health	98.3%

Although women make up 43.5% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100.0% of the students in secretarial courses are women but only 26.1% of those enrolled in the business courses are.

Women make up 53.4% of the total enrolment at Niagara College. The majority however are in one year programmes and in Health. If students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are found to be 36.3% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

No information available at the time of writing.

C Continuing education

Very detailed figures on part-time extension students for the fall term of 1974 are available in the Niagara file. Enrolments were listed by individual course and it was difficult to collapse them in a way valuable for this study.

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

In the Training in Business and Industry (TIBI) programmes offered at Niagara between September 1974 and December 1974, there were 621 students enrolled. Of these, 443 were men and 198 were women. The majority of women were enrolled in a Sales Clerk course offered to Eaton's staff and in Health Care Aides course offered at Regional Homes for the Aged. Other courses offered included French language, Welding, and Report Writing. Registrants in these courses were 98% male.

In the apprenticeship courses, including Stationery Engineering and Machining Trades, there were 217 students enrolled, all of whom were males. The comment made to the liaison person was that the School of Technology wished that some of them were females.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+F)	Female Only
Bus. Admin./Ind. Mgmt. Electronic Tech. Mechanical Tech. Power Tech. Electrical Tech'n. Refrig./Air Cond. Tech. Ind. Instrument Tech'n. Mech. Drafting Tech'n. Survey Tech'n. Electronic/Power Tech. Comm. Industrial Relations	Graphic Arts Tech'n. Horticultural Tech'n. Journalism Adv. Law & Security Admin. Government Operations Radio & T.V. Arts Radio & T.V. Arts Adv. Bus. Admin. Common Bus. Admin./Data Proc. Bus. Admin./Mktg. Bus. Admin./Personnel Mgmt. Hotel & Food Services Bus. General Common Bus. General/Accounting Bus. Gen./Sales&Merchand. Tech. Common Chemical Tech. Construction Tech'n. Electronic Tech'n. Chemical Tech'n.	Journalism Theatre Arts Theatre Arts Adv. Bus. Admin./Finance Mgmt. Bus. General/Data Proc. Retail Management Gen. College Diploma	Educ. Resources Tech'n. Human Relations Med. Records Tech'n. Social Service Worker Interior Decorating Legal Assistant Diploma Nurse/Niagara Diploma Nurse/St. Cath.	Dental Assistant Early Childhood Educ. Fashion Arts Library Tech'n. Dictatypist/Health Secretarial Science Secretarial Arts/Biling. Secretarial/College Secretarial/Special

II STAFF

49.4% of staff at Niagara College are women. Females are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	136	104
Academic	17	36
Support	23	24
Administration	16	40
Plant	16	1
Ancillary	5	3
TOTAL	213	208

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men in the majority of cases.
- 3) 71.8% of the men and 67.3% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 52.4% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,199.62	\$10,432.09	79.0%
Academic	18,068.76	7,430.63	41.1%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 9,878.95	\$ 6,874.87	69.6%
Administration	13,440.31	6,326.65	47.1%
Plant	*	*	65.0%
Ancillary	7,842.00	5,653.66	72.1%
TOTAL	\$12,836.67	\$ 8,622.98	67.2%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$11,000. Briefly what the above chart shows about Niagara College is that the average female salary is only 67.2% of the average male salary. In the academic category this figure drops to 41.1% and in the administration category it is only 47.1%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	6	3
	Assistant Master	45	22
	Associate Master	10	19
	Master	55	38
	Assistant Chairman	4	--
	Chairman	8	1
	Other Teaching	1	2
	Part-Time	7	19
TOTAL		136	104
Academic	Clerical	--	31
	Other Academic	--	1
	Counsellor	4	3
	Director	3	--
	Chairman	5	1
	Assistant Dean	1	--
	Dean	4	--
TOTAL		17	36

*less than 3 people in category.

In teaching ranks, 50.7% of the men are found in part-time or junior positions (associate master and below) while 62.5% of the women are found here. In the teaching category none of the four assistant chairmen at Niagara are women and only one of the eight actual chairmen is. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of assistant master, part-time teachers and none teaching chairmen. As shown below, in all other cases women's salaries are consistently less than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$ 9,969.00	\$ 8,800.00	88.3%
Assistant M.	12,373.13	12,581.13	101.7%
Associate M.	14,178.10	12,238.21	86.3%
Master	14,454.67	12,377.86	85.6%
Assis. Chairman	16,587.50	--	--
Chairman	*	*	98.5%
Other teaching	*	*	94.4%
Part-Time	1,830.85	2,156.89	117.8%
TOTAL	\$13,199.62	\$10,432.09	79.0%
<u>ACADEMIC</u>			
Clerical	--	6,433.80	--
Other Academic	--	*	--
Counsellor	13,657.75	13,314.66	97.5%
Director	17,579.66	--	--
Chairman	*	*	117.5%
Assistant Dean	*	--	--
Dean	24,142.50	--	--
TOTAL	\$18,068.76	\$ 7,430.63	41.1%

In the academic category, the average woman's salary is 41.1% of the average man's salary. This discrepancy is due to women being largely in clerical positions, traditionally a female field. Men on the other hand are mainly in the senior administrative posts such as director, chairman and dean.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

A number of women's studies courses have been proposed at Niagara College. These are as follows:

Woman as Victim: A Study of Female Roles in Canadian Fiction

Sex Roles and Social Structures

An Anthropology Course - examines sex roles in both primitive and "modern" groups of people

A Woman's Who's Who in Canadian History - a detailed analysis of the past and present contributions made by women since Canada's beginning

Girls and Women in Education

Women and Film

Women and the Mass Media

Women in Canadian Literature

To date none of the above have been offered to students.

IV STATUS OF WOMEN ACTIVITIES

As far as the project was able to ascertain there is no formal or informal status of women committee operating at Niagara College.

NORTHERN COLLEGE

(South Porcupine, Kirkland Lake, Hailebury)

Designated liaison person: Ms Calley Stacey, Chairperson
Women's Advisory Committee

College Women's Committee representatives: Ms C. Stacey
Ms V. Higgins
Ms M. Young

I STUDENTS

A Full-time post-secondary

At Northern College, women students are found primarily in two divisions: Business and Health. Only 3.0% of the women are in technology programmes as opposed to 75.3% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	3.0%	75.3%
Business	42.4%	21.5%
Arts	11.7%	2.7%
Health	42.8%	0.5%
TOTAL	99.9%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	1.9%
Business	48.3%
Arts	67.4%
Health	97.4%

Although women make up 48.3% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 98.9% of the students in secretarial courses are women but only 15.3% of those enrolled in the business courses are.

Women make up 32.1% of the total enrolment at Northern College. The majority however are in one year programs and in Health. If students in Health and one year courses are not considered in the statistics, a very idfferent picture emerges and women are found to be 8.1% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

There were no figures available on part-time post-secondary students at Northern College.

C Continuing education

Breakdowns by sex for continuing education students at Northern College were not available for the study.

D Retraining and apprenticeship

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Electrical Tech'n./P	Educ. Resources Tech'n./P	Chemical Tech./K	Gen. Arts&Science/P	Secret. General/P
Electronics Tech'n./P	Arch. Drafting Tech'n./P	Electronic Data Processing/K	Social Service Worker/P	Bus. Machines&Bookkeeping/P
Survey Tech'n./P	Bus. Studies/Acctg./P		Secret. Arts/Gen./P	Secret. Science/K
Survey Tech./P	Bus. Admin./General/P		Diploma Nursing/P	Diploma Nursing/K
Bus. Studies/Data Proc./P	Bus. Admin./K			
Mining Tech'n./H	Computer Sci. Tech./K			
Mining Tech./H	Electronic Tech./K			
Ind. Instrument Tech'n./H	Bus. Studies Gen./K			
Civil Tech./K				
Electrical Tech./K				
Mechanical Tech./K				
Mechanical Tech'n./K				
Welding Tech./K				
Electronic Tech'n./K				

II

STAFF

34.5% of the staff at Northern College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	119	43
Academic	9	8
Support	13	9
Administration	11	29
Plant	23	3
TOTAL	175	92

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men in the majority of cases.
- 3) 73.1% of the men and 55.4% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professional" drops to 47.8% while the male figure remains constant.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$15,116.38	\$11,148.97	73.8%
Academic	21,794.57	8,046.78	36.9%
Support	8,650.43	6,437.78	74.4%
Administration	13,698.14	6,024.28	44.0%
Plant	8,822.27	5,574.00	63.2%
TOTAL	\$14,011.30	\$ 7,852.30	56.0%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$13,000. Briefly what the above chart shows us is that at Northern College the average female salary is only 56% of the average male salary. In the academic category this figure drops to 36.9% and in the administration category it is only 44%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	4	12
	Assistant Master	27	14
	Associate Master	15	4
	Master	60	9
	Assistant Chairman	1	--
	Chairman	11	1
	Part-Time	1	3
TOTAL		119	43
Academic	Clerical	--	7
	Other Academic	2	--
	Counsellor	1	--
	Assistant Master	--	1
	Chairman	1	--
	Assistant Dean	1	--
	Dean	4	--
TOTAL		9	8

In teaching ranks, 48.7% of the men are found in part-time or junior positions (associate master and below) while 76.7% of the women are. At Northern, of sixty-nine (69) masters only nine (9) are women. Of twelve (12) teaching chairmen only one is a woman. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories. As shown below, women's salaries are consistently less than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$ 9,406.00	\$ 9,902.00	105.3%
Assistant M.	11,517.64	11,546.30	100.2%
Associate M.	14,356.57	12,125.00	84.5%
Master	15,298.93	11,113.19	72.6%
Assis. Chairman	15,868.00	--	--
Chairman	*	*	85.3%
Part-time	*	*	41.9%
TOTAL	\$15,116.38	\$11,148.97	73.8%
<u>ACADEMIC</u>			
Clerical	--	7,782.00	--
Other academic	*	--	--
Counsellor	*	--	--
Chairman	*	--	--
Assistant Dean	*	--	--
Dean	23,370.50	--	--
TOTAL	\$18,639.11	\$ 8,118.75	43.6%

In the academic category, the average woman's salary is only 43.6% of the average male's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. In fact, only one of the eight women in the academic category is not classified as clerical. Men, on the other hand, are mainly in senior administrative posts such as chairman or dean.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

Women's programmes are in the developmental stage at Northern. The college plans to offer such programmes in the near future. One course was offered in the fall of 1974, entitled the Sociology of Women. It had an enrolment of approximately 25 people. Traditional women's courses such as sewing and exercises have been offered by the extension division for a number of years.

IV STATUS OF WOMEN ACTIVITIES

In late 1974, President Drysdale at Northern College established a women's advisory committee of the Board of Governors at the South Porcupine campus. The chairperson of this committee is Ms Calley Stacey who is not a member of the college faculty or staff but is an interested community person. The six person committee formed by Ms Stacey involves both community and college women. The committee's aim and terms of reference are to advise the Board of Governors on all aspects of the college programming relating to women. They plan to do a status of women report at the college and during a visit by project personnel to Northern, such a study was discussed with Mr. Drysdale. A similar committee is presently being set up at the Kirkland Lake campus of Northern College.

V ADDITIONAL INFORMATION

A visit was made to Northern College on January 28-29, 1975. Meetings were held with the following groups and individuals:

The Women's Advisory Committee (Porcupine)
President Drysdale
Mr. Cauthers: Continuing education
Mr. Varteniuk: Dean, Retraining
Women Faculty Members
Mr. Baumert: Dean, Porcupine Campus
Ms Calley Stacey: Chairperson, Women's Advisory Committee

The Women's Advisory Committee (Porcupine) was established to advise the Board of Governors on "women's programmes". The January meeting was timed to occur during my visit and at that meeting it became very evident that the committee considered its major priority to be the establishment of a women's centre in the Timmins-Porcupine area. Such a centre would be aimed at all women, no matter what their level of consciousness may be. Special efforts, however, would be made to reach low income women.

The committee is a very interesting one. It involves representatives of the college and the community and its members range from those with fairly traditional opinions about the role of women to those with more radical ideas. All expressed support for the centre and a determination to improve the status of women in their area through such a centre.

During conversations with Mr. Drysdale and the women faculty it became evident that considerable support exists for the centre. The latter group were together at a lunch arranged by Dean Baumert. They were interested in the theory behind establishing such a place (why? how? for whom?) and ended up endorsing the idea virtually unanimously. At the luncheon, it became obvious that to date there has been no status of women activity at the college. There are very few women faculty at Porcupine Campus and yet some barely knew each other.

The President at Northern has been instrumental in encouraging activity around issues of particular interest to women. It was his decision to start an Advisory Committee at Porcupine and during discussions it evolved that a second committee was to be formed at Kirkland Lake. Both will have the same terms of reference and will report directly to the Board of Governors.

One of Mr. Drysdale's concerns was the lack of female applicants for jobs at Northern. As at other colleges, women students are in traditionally female courses and the lack of women role models in teaching augments this tendency. The President has however tried to eliminate some sex stereotyping in programmes. Originally there were separate courses for Business Administration and Secretarial students in the first year of the programme. Although given separately, the course content was identical. This has now changed and students from both programmes learn together. Hopefully this will lead to more women entering Business after year 1.

In 1970, the Continuing Education Division offered a Challenge to Change programme for women but they were disappointed when only wealthy women came. As a result, the decision was made to hire staff to attract more women to the college. Rather than selecting only one person to cover the vast geographic area, seven women 'animateurs' were hired, all on a part-time basis to develop interest programmes for women in the community. Although the logic of hiring seven people across the area is undeniable, it can be questioned in terms of seven being hired for the price of one person. Salary levels must be low! The courses offered by these 'animateurs' have been traditional in subject matter.

With the exception of the President, the Women's Advisory Council and perhaps the Continuing Education Department, there seems to be little awareness at Northern of the changing role of women. Other people in favour of altering the status quo do so within the old boundaries, i.e. yes, get women into welding and they can do ornamental welding! The strength of the Committee and the President's commitment however, indicate change will be forthcoming.

ST. CLAIR COLLEGE

(Windsor)

Designated liaison person: Ms Mary Maino, Co-ordinator,
Social Sciences Division

College Women's Committee representative: Ms M. Maino

I STUDENTS

A Full-time post-secondary

At St. Clair College, women students are found mainly in two divisions: Business and Health. Only 1.3% of the women are in technology programmes as opposed to 34.6% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	1.3%	34.6%
Business	24.4%	31.0%
Arts	19.7%	15.0%
Health	53.6%	3.5%
Other	1.0%	16.0%
TOTAL	100.0%	100.1%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	3.9%
Business	45.7%
Arts	58.4%
Health	94.3%
Other	6.1%

Although women make up 45.7% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 22.2% of those enrolled in the business courses are.

Women make up 51.6% of the total enrolment at St. Clair College. The majority however are in one year programmes and in Health. If students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 30% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

No information available at time of writing.

C Continuing education

No information available at time of writing.

D Retraining and apprenticeship

Monthly reports of enrolments in Manpower's Adult Training Programmes broken down by sex are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Mechanical Tech. Construction Tech'n. Industrial Tech'n. Mechanical Drafting Tool & Die Tech'n. Motive Power Tech'n. Theatre Organization Combustion Tech'n. Machine Tech'n. Bus. Admin. Mktg.	Journalism Bus.Admin./Accounting Bus.Admin./Data Proc. Bus.Admin./Marketing Bus.Gen./Data Proc. Bus.Gen./Marketing Architectural Tech. Chemical Tech. Electrical Tech. Food Prod. Tech. Industrial Tech. Electronic Tech'n. Bus.Admin./Common(c) Tech./Common Bus.Admin./Common Bus.Gen./Common Tech./Common(C) Landscape Tech'n. Theatre Arts/Common Food Service Mgmt. Furn. Renovation Tech'n. Plastics Tech'n. Bus.Gen./Common Security Admin. Bus.Admin./Accounting(C) Journalism(C)	Adv. Communication Arts Bus.Gen./Accounting Communication Arts/Common Special Studies Communication Arts/Common Bus.Admin./Data Proc. (C)	Tourism Legal Office Admin. Bio. Scienc Tech. Interior Design Social Science Research Medical Lab Tech. Animal Lab Mental Retardation Couns. Nursing (W) Nursing (C)	Library Tech'n. Secret. Common Secret. Legal Secret. Medical Secret. General Secret. Executive Dental Assistant Pharmacy Assistant Secret. Common(C) Nursing Assistant Secret. Common

II

STAFF

39.4% of the staff at St. Clair College are female. Women are found in all staff categories as outlined below with the exception of the plant category.

Category	No. Males	No. Females
Teaching	163	83
Academic	24	37
Support	15	29
Administration	19	12
Plant	15	--
Ancillary	15	2
TOTAL	251	163

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at the senior levels and that in sub-categories women still receive less money than men in the majority of cases.
- 3) 74.5% of the men and 73.6% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 51.5% while the male figure stays at 73.7%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$14,758.27	\$12,675.13	85.9%
Academic	19,124.08	6,926.35	36.2%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 8,927.33	\$ 7,000.03	78.4%
Administration	16,179.36	7,493.91	46.3%
Plant	9,442.66	--	--
Ancillary	*	*	75.6%
TOTAL	\$14,205.49	\$ 9,896.50	69.7%

In no category do women earn near the same salary as the men and in the academic the difference in average salary is approximately \$13,000. Briefly what the above chart shows is that the average female salary at St. Clair College is only 69.7% of the average male salary. In the academic category this figure drops to 36.2% and in the administrative category to 46.3%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	5	14
	Assistant Master	30	11
	Associate Master	18	17
	Master	89	35
	Chairman	16	2
	Other Teaching	4	4
	Part-Time	1	--
	TOTAL	163	83
Academic	Clerical	2	36
	Other Academic	8	--
	Counsellor	2	1
	Director	1	--
	Chairman	1	--
	Dean	9	--
	Vice President	1	--
	TOTAL	24	37

*less than 3 people in category.

In teaching ranks, 35.6% of the men are found in part-time or junior positions (associate master and below) while 55.4% of the women are found here. Of the eighteen (18) chairmen in the teaching category at St. Clair only two (2) are women. There are eighty-nine (89) male teaching masters as opposed to only thirty-five (35) female masters. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories except for the affiliate master level and the other teaching level. As shown below, in other cases, women's salaries are consistently lower than their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$10,334.40	\$10,824.21	104.7%
Assistant Master	12,694.93	11,786.27	92.8%
Associate Master	15,040.61	13,144.64	87.4%
Master	15,182.03	13,017.68	85.7%
Chairman	*	*	92.6%
Other Teaching	12,561.00	14,610.00	116.3%
Part-Time	*	--	--
TOTAL	\$14,758.28	\$12,675.13	85.9%
<u>ACADEMIC</u>			
Clerical	*	*	74.6%
Other Academic	15,820.25	--	--
Counsellor	*	*	57.0%
Director	*	--	--
Chairman	*	--	--
Dean	24,095.00	--	--
Vice President	*	--	--
TOTAL	\$19,124.08	\$ 6,926.35	36.2%

In the academic category the average woman's salary is only 36.2% of the average man's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. It should be noted that the two males on the clerical staff at St. Clair earn an average salary of just over \$9,000 while the thirty-six female clerks earn approximately \$6,800. This discrepancy requires further examination. Men in the academic category, on the other hand, are mainly in senior administrative posts such as director, chairman and dean.

*less than 3 people in category.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

III PROGRAMMES FOR WOMEN

No women's studies programme is offered at St. Clair College. Four courses were developed but turned down by the Board of Governors as it was said they contained too much content on women.

The Women's Caucus at St. Clair in conjunction with the University of Windsor, a group of Indian women and the Federation of Women Teachers has organized a women's conference for April 11 and 12, 1975 on People, Poetry and Politics. The workshops will deal with a wide range of interests from new careers for women to sexual attitudes in old people.

IV STATUS OF WOMEN ACTIVITIES

There is a Women's Caucus at St. Clair College composed of staff, students and faculty.

ST. LAWRENCE COLLEGE

(Kingston, Cornwall, Brockville)

Designated liaison person: Ms Donna Mohan, Co-ordinator
President's Office

I STUDENTS

A Full-time post-secondary

At St. Lawrence College, women students are found mainly in three divisions: Business, Arts and Health. Only 10% of the women are in technology programmes as opposed to 45.7% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	10.0%	45.7%
Business	27.6%	41.3%
Arts	33.7%	12.0%
Health	28.7%	0.9%
TOTAL	100.0%	99.9%

Examination of the enrolment by Division shows that women predominate in those fields traditionally stereotyped as female, as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	21.3%
Business	45.3%
Arts	77.7%
Health	97.4%

Although women make up 45.3% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.2% of the students in secretarial courses are women but only 19.0% of those enrolled in the business courses are.

Women make up 55.3% of the total enrolment at St. Lawrence College. The majority however are in one year programmes and many are in Health. If all students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are only 42.2% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with men only, typically male.

B Part-time post-secondary

(Combination figures for Brockville, Cornwall and Kingston Campus)

Programme	Males	Females
Animal Care Technology	--	1
Secretarial Science	--	1
Business Administration/Finance	--	1
Bus. Admin./Computing, Info. Proc.	--	1
Secretarial Science Medical	--	1
Law Office Procedures Certificate	2	2
Accounting Certificate	12	6
Management Admin. Certificate	23	14
Child Care Worker	--	1
Early Childhood Education	--	3
Certificate in Early Childhood Educ.	--	1
Social Service Admin. Certificate	6	10
Theatre Arts	--	1
Community Services	2	7
Diploma Nurse	--	5
Assistant Nurse	1	1
Health Aide	2	14
*General Courses	2989	5178
TOTAL	3037	5248

*General course: students who are not following any particular course over a long period of time.

Women make up 63.4% of the students enrolled in part-time post-secondary courses at St. Lawrence College. These figures are from February of 1975.

C Continuing education

Breakdowns by sex were not available for continuing education students at St. Lawrence.

D Retraining and apprenticeship

Monthly reports of enrolments in Manpower's Adult Training Programmes broken down by sex and programme are available within the Ministry.

ENROLLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Chemical Tech. Electronic Tech. Instrument Tech'n. Mechanical Tech'n.	Tech. Common Civil Tech. Electrical Tech. Mechanical Tech. Water Resources Tech. Business Common Public Admin. Commercial Communications Bus. Admin./Finance Bus. Admin./Marketing Bus. Admin./E.D.P. Bus. Gen./Accounting Bus. Gen./Marketing Bus. Admin./Indust. Mgmt. Assessment Admin. Business General Retailing	Lab Science Tech. Behavioral Science Tech'n. Graphics Theatre Arts Design	Animal Care Tech. Secret. Arts/Legal Secret. Science/Common Law Office Procedure Child Care Worker Early Childhood Educ. Visual&Creative Arts/Comm. Sculpture Painting Human Studies Common Fashion Design Correctional Worker Diploma Nursing	Medical Secretary Secret. Science/Legal Secret. Science/Medical Secret. Science/Executive Billing. Early Childhood Educ. Nursing Assistant (Reg.)

II

STAFF

50.5% of the staff at St. Lawrence College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	171	136
Academic	28	48
Support	20	29
Administration	31	55
Plant	21	6
Ancillary	--	3
TOTAL	271	277

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men in the majority of cases.
- 3) 73.4% of the men and 56.4% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 52.3% while the male figure remains at 73.1%.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,525.33	\$11,045.80	81.7%
Academic	19,139.71	7,483.20	39.1%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 8,069.00	\$ 6,147.58	76.2%
Administration	11,569.58	6,514.92	56.3%
Plant	7,732.85	5,650.33	73.1%
Ancillary	--	5,433.66	--
TOTAL	\$13,030.15	\$ 8,838.36	67.8%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$12,000. Briefly, what the above chart is telling us is that at St. Lawrence College the average female salary is only 67.8% of the average male salary. In the academic category this figure drops to 39.1%.

More detailed breakdowns by sub-category are available for the teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	6	18
	Assistant Master	39	20
	Associate Master	14	3
	Master	98	47
	Other Teaching	8	36
	Part-Time	6	12
	TOTAL	171	136
Academic	Clerical	1	39
	Other Academic	7	5
	Counsellor	2	--
	Director	4	--
	Assistant Dean	11	14
	Dean	3	--
	TOTAL	28	48

In teaching ranks, 42.7% of the men are found in part-time or junior positions (associate master and below) while 65.4% of the women are found here. There are ninety-eight (98) male masters at the college as opposed to forty-seven (47) female masters. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of the affiliate master category where the salaries are virtually the same and the other teaching category. As shown below, in other cases women's salaries are consistently lower than those of their male peers.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$11,171.66	\$11,199.05	100.2%
Assistant Master	12,857.20	12,030.50	93.6%
Associate Master	15,264.07	13,664.00	89.5%
Master	14,602.74	12,904.85	88.4%
Other Teaching	9,552.87	10,503.00	109.9%
Part-Time	3,863.66	2,867.33	74.2%
TOTAL	\$13,525.33	\$11,045.80	81.7%
<u>ACADEMIC</u>			
Clerical	*	*	98.4%
Other Academic	17,635.28	9,413.60	53.4%
Counsellor	*	--	--
Director	17,880.00	--	--
Assistant Dean	21,299.00	18,975.00	89.1%
Dean	25,733.33	--	--
TOTAL	\$19,139.71	\$ 7,483.20	39.1%

In the academic category, the average woman's salary is only 39.1% of the average male's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. Men, on the other hand, are mainly in senior administrative posts such as dean, director and assistant dean.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

St. Lawrence College has been offering women's studies since 1970. They offer the following courses:

Second Chance - opportunities for mature women returning
to the labour force
Creative Interchange
Women and the Law
Women as Consumers
Creative Divorce
Women in Life, Love and Literature - a history of feminism
from the 17th century.

The emphasis in these courses is on women learning from each other in small groups.

IV STATUS OF WOMEN ACTIVITIES

As far as the project was able to ascertain there is no formal or informal status of women committee operating at St. Lawrence College.

V ADDITIONAL INFORMATION

A visit was made to St. Lawrence College on February 3, 1975. At that time, discussions were held with the following people:

Ms D. Mohan: Co-ordinator, President's office
Ms O. Anderson: Faculty
Ms S. Wilson: Student
Ms F. Murray: Student
Ms L. Billing: Nurse

Much of the information acquired is given elsewhere in the report.

The most obvious piece of data to come from this meeting was a lack of communication between the women at different campuses of St. Lawrence. Representatives from the Brockville campus were unaware of the courses on women offered at Kingston and the special college programme of events for International Women's Year (see attached outline). It was evident that more information sharing was necessary within the college as well as with outside groups.

One concern raised was the discriminatory Manpower rates for assisted students. The staff member who brought this issue to the attention of the group had noted several times that the local Manpower office automatically assume that the male of a couple is the stable breadwinner. A male on a Manpower programme received \$74.00 a week for himself, a wife and two dependents whereas a woman from like circumstances would have received only \$40.00 a week. If such is the case, immediate action should be taken by Federal Manpower to eliminate such anomalies based on an outdated stereotype of the male as the stable member of the labour force.

Those at the meeting responded positively to the idea of a Status of Women Committee at their college.

INTERNATIONAL WOMEN'S YEAR PROGRAMME - ST. LAWRENCE (KINGSTON)

Winter Semester January - April 1975

Courses:

PW 02 J.	Women in Life, Love and Literature	15 weeks
HS 06 J.	Creative Divorce	15 weeks
PW 04 J.	Women and the Law	15 weeks

January 13th - 31st EXHIBITION: FIVE KINGSTON WOMEN ARTISTS
Gallery, 3rd floor

February ADAM AND EVE REVISITED - Debate
S-241 Resolved that there is not, and should not
be equality between the sexes.

February 15th READINGS BY POET GAIL FOX

February WOMEN AS THEY RELATE TO MEN: THE LIFE
S-241 CYCLE - Panel discussion

March WOMEN'S HEALTH, MIND AND BODY -
S-241 Panel discussion

March FESTIVAL OF FILMS: BY AND ABOUT WOMEN
S-241

April THE DECISION MAKERS: WOMEN IN POLITICS,
S-241 AND MEN - Panel discussion

April 18th WOMAN '75 - FASHION SHOW

May EQUALITY: ECONOMIC RIGHTS
S-241 Guest speaker: Women's Bureau, Department
of Labour

May EXHIBITION: NATIVE WOMEN HANDCRAFTERS

Fall Semester September - December 1975

Courses:

PW 01. Women: Creative Interchange	15 weeks
Women as Consumers	15 weeks

September S-241	THE WORKING WOMAN - IS IT WORTH IT? Panel discussion
September S-241	CAREER DEVELOPMENT DAY
September North Frontenac	CAREER DEVELOPMENT DAY
October S-241	THE STATUS OF WOMEN IN CANADA Guest speaker: Ontario Status of Women Council Panel discussion
October S-241	SEX FOR SALE - Debate Resolved that the sale of sex should be abolished.
November S-241	EQUALITY OF OPPORTUNITY - Panel discussion
November S-241	SEX AND THE ARTS - Slide presentation SEXISM IN LITERATURE - Presentation & Display
November	EXHIBITION: FROM BLOOMERS TO PANTS
December S-241	PEACE - DEVELOPMENT - EQUALITY
December Theatre, 4th floor	WOMEN IN CONCERT

* * * * *

Coffee will be served in the cafeteria.

SAULT COLLEGE

(Sault Ste Marie)

Designated liaison person: Mr. C. Rushton
Dean of Continuing Education

I STUDENTS

A Full-time post-secondary

At Sault College, women students are found primarily in two divisions: Business and Health. Only 5.0% of the women are in technology programmes as opposed to 75.6% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	5.0%	75.6%
Business	39.1%	14.9%
Arts	17.4%	8.9%
Health	38.5%	0.6%
TOTAL	100.0%	100.0%

Examination of the enrolment by division shows that women tend to predominate in those fields traditionally stereotyped as female as illustrated in the chart below.

Females as % of each Division's enrolment

Division	Females as % of each Division's enrolment
Technology	1.2%
Business	36.3%
Arts	50.4%
Health	37.8%

Although women make up 58.6% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 97.8% of the students in secretarial courses are women but only 29.5% of those enrolled in the business courses are.

Women make up 35.0% of the total enrolment at Sault College. The majority however are in one year programmes and in Health. If students in Health and one year courses are not considered in the statistics a very different picture emerges and women are found to be 21.2% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

No figures available at time of writing.

C Continuing education

No figures available at time of writing.

D Retraining and apprenticeship

The liaison person at Sault College estimated that women made up 70% of the enrolment in the retraining programmes at his college. The majority of these women were engaged in upgrading secretarial skills.

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65% + F)	Female Only
Business Admin.	Bus. General/Accounting	Hotel Resort/Rest. Mgmt.	Secret. Arts/Medical	Secret. Arts/Legal
Mechanical Tech.	Archit. Drafting Tech'n.	Indust. Chemical Tech'n.	Secret. Common - 1	Secret. Arts/Executive
Construction Tech'n.	Bus. General/Mgmt.	Chef Training	Creative Crafts	Secret. Common - 2
Electrical Tech'n.	Civil Tech'n.	General Arts & Science	Mental Retardation Couns.	Secret. Common - 3
Electronics Tech'n.	Bus. Gen./Data Proc.	Advertising Arts	Diploma Nursing	
Geology Tech'n.	Forest Tech'n.			
Heavy Equip./Diesel	Business Common			
Machine Shop	Journalism			
Welding&Fabricating				
Bus. General/Mktg.				
Motive Power Tech'n.				
Electrical Common				
Mechanical Common				
Mechanical Tech'n.				
Electronic Tech.				
Academic Develop.				
Fish&Wildlife Tech.				
Forest Rec. Tech.				

II

STAFF

34.5% of the staff at Sault College are female. Women are found in all staff categories as outlined below with the exception of the academic category.

Category	No. Males	No. Females
Teaching	102	37
Academic	4	--
Support	13	8
Administration	22	37
Plant	25	5
Ancillary	1	1
TOTAL	167	88

Although represented in almost all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men with no exceptions.
- 3) Unlike most colleges, Sault College does not have any clerical staff within the academic category. As a result there are no women to be found in this category at all and all senior administrative posts are filled by men. If one compares men and women found in professional jobs at Sault College we find that 63.5% of the men are in "professional" categories (i.e. teaching and academic) while only 42% of the women are found there.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$13,613.65	\$11,414.24	83.8%
Academic	19,460.00	--	--

Category	Average Salary		Average Female Salary as % of Average Male Salary
	Male	Female	
Support	\$ 8,374.53	\$ 5,837.62	69.7%
Administration	13,204.13	6,535.48	49.5%
Plant	7,594.72	5,778.00	76.1%
Ancillary	*	*	61.6%
TOTAL	\$12,364.58	\$ 8,470.55	68.5%

In no category do women earn near the same salary as the men and in the administrative category the difference is approximately \$7,000. Briefly what the above chart shows is that at Sault College the average female salary is only 68.5% of the average male salary. In the administrative category this figure drops to 49.5%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	17	9
	Assistant Master	22	15
	Associate Master	42	9
	Master	16	2
	Chairman	4	2
	Part-Time	1	--
TOTAL		102	37
Academic	Other Academic	1	--
	Director	1	--
	Dean	2	--
TOTAL		4	--

In teaching ranks, 80.4% of the men are found in part-time

*less than 3 people in category.

or junior positions (associate master and below) while 89.2% of the women are. Of eighteen (18) teaching masters at Sault College only two (2) are women. In fact, only 26.6% of the total teaching staff at the college is female. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories. As shown below women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$ 9,193.94	\$ 7,483.44	81.4%
Assistant Master	12,941.81	11,617.66	89.8%
Associate Master	14,207.64	12,560.66	88.4%
Master	*	*	89.4%
Chairman	*	*	98.6%
Part-Time	*	--	--
TOTAL	\$13,613.65	\$11,414.24	83.8%
<u>ACADEMIC</u>			
Other Academic	*	--	--
Director	*	--	--
Dean	*	--	--
TOTAL	\$19,460.00	--	--

As has been pointed out clerical staff are not included in the academic category at Sault College and the resulting picture is that of a totally male dominated category with an average of \$19,460.00 which exceeds by approximately \$6,000.00 the next highest average salary category in the college. We can probably best assume that the clerical staff at Sault College are subsumed under the administration category where we found the average male salary to be \$13,204.13 and the average female salary \$6,535.48. The other possible place to find them would be in the support category, where there is a \$3,000.00 average salary differential between men and women.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

There are no women's programmes being offered at Sault College. A Women's Studies Programme was offered in the previous year but has been discontinued as the faculty member responsible for its development is no longer at the college. The liaison person, Mr. C. Rushton, expressed a desire and a commitment to see women's programmes re-established in the near future.

The now defunct Women's Studies Programme was offered through the Continuing Education Division and was divided into six units:

- Unit 1: Images of Women: Present
- Unit 2: Images of Women: Past
- Unit 3: In Times Like These: Contemporary Issues
- Unit 4: Women Work - some of the practical and legal realities of women working "in a man's world". Attention given to those women who work both inside and outside of the home
- Unit 5: Media Images
- Unit 6: Psychology of the Modern Woman: Some Contemporary Artists and Their Work - examines the potential, fears, failures, pleasures and anxieties of women living here and now and how this affects the modern female artist.

Each unit was set up to pursue a different approach to the studies. In some cases, the emphasis was placed on guest speakers and media presentations, in others, the concentration was on group discussion and special seminars dealing with particular interests and concerns. These courses were made available both in the day and in the evening.

A downtown storefront Centre for Women was set up as a department within the Division for Continuing Education. It remained in operation for seven months during which time the above courses were offered. The programme was not well supported by the community and was therefore terminated. A new co-ordinator was hired recently to research the problems and the failure of the Centre for Women to reach the women of the community. A brief will be submitted to the President in the near future and funds for a Centre for Women will again be requested. The Continuing Education Division remains committed to women's programming.

IV STATUS OF WOMEN ACTIVITIES

As far as the project was able to ascertain, there is no status of women committee operating at Sault College either formally or informally.

SENECA COLLEGE

(Willowdale)

Designated liaison person: Mr. Newman Wallis,
Executive Assistant to the President

College Women's Committee representative: Ms P. Cole

I STUDENTS

A Full-time post-secondary

At Seneca College, women students are found mainly in two divisions: Business and Arts. Only 6.2% of the women are in technology programmes as opposed to 42.8% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	6.2%	42.8%
Business	34.8%	37.7%
Arts	40.3%	19.1%
Health	18.8%	0.5%
TOTAL	100.1%	100.1%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female as illustrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	10.8%
Business	43.8%
Arts	64.1%
Health	97.2%

Although women make up 43.8% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 99.3% of the students in secretarial courses are women but only 28.5% of those enrolled in the business courses are.

Women make up 45.8% of the total enrolment at Seneca College. The majority however are in one year programmes and in Health. If students in Health and one year courses are not considered in the statistics, a very different picture emerges and women are found to be 39.5% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

Information not available at time of writing.

C Continuing education

Breakdowns by sex for continuing education students at Seneca College were not available for the study.

D Retraining and apprenticeship

Monthly reports of enrolments in Manpower's Adult Training Programmes broken down by sex and programme are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35%)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
<p>Municipal Admin. Aviation&Flight Tech. Chemical Tech. Civil Techniques Indust. Chem. Techniques Instrumentation Techniques Mechanical Tech. Bldg. Environment Tech. Fire Protection Tech. Tech. Common Public Admin.</p>	<p>Applied Communications Audio-Visual Techniques Bus. Admin./Acctg.&Finance Business Administration Business General Bus. Gen./Marketing Bus. Admin./Marketing Computer Prog./Analysis Cartographic Techniques Chemical Tech. Electronic Tech. Engin. Drafting Civil Tech. Electronic Techniques Pollution Control Techn. Resources Mgmt. Techn. Resources Mgmt. Tech. International Bus. Hospitality&Hotel Services Underwater Skills</p>	<p>Law & Security Admin. Social Research Techniques Bus. General/Accounting Tourist Industry Admin. Electronic Data Proc. Laboratory Tech. Biological Lab Techniques Pharmaceutical Lab Tech. Recreation Facilities Mgmt. Retail Administration Life Sci. Research Techn. Government Operations</p>	<p>Early Childhood Educ. Fashion Arts Fashion Techniques Library Techniques Social Service Worker Secret. Arts/Legal Secret. Arts/Medical Interior Design Gymnastics Coaching Visual Arts Inst./Train. Diploma Nursing</p>	<p>Secret. Arts/Executi Insurance General Secret. Science Medical Dicta-Typist Flight Services Cosmetic Sales</p>

II

STAFF

42.3% of the staff at Seneca College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	283	155
Academic	26	26
Support	25	31
Administration	38	94
Plant	68	13
Ancillary	8	9
TOTAL	448	328

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men with the exception of those in part-time teaching.
- 3) 69% of the men and 55.2% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 49.4% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$12,215.73	\$ 9,566.84	78.3%
Academic	19,127.03	7,769.00	40.6%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$ 9,303.28	\$ 7,493.64	80.5%
Administration	16,095.42	7,181.25	44.6%
Plant	7,955.13	6,253.61	78.6%
Ancillary	10,997.37	6,896.77	62.7%
TOTAL	\$12,114.93	\$ 8,340.13	68.8%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$11,500. Briefly what the above chart is showing is that at Seneca College the average female salary is only 68.8% of the average male salary. In the academic category this drops to 40.6% and in the administration category to 44.6%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	--	2
	Assistant Master	32	30
	Associate Master	15	8
	Master	158	63
	Assistant Chairman	11	--
	Chairman	5	1
	Other Teaching	3	1
	Part-Time	59	50
TOTAL		283	155
Academic	Clerical	--	19
	Other Academic	3	--
	Counsellor	4	5
	Director	9	2
	Assistant Chairman	1	--
	Assistant Dean	6	--
	Dean	3	--
TOTAL		26	26

In the teaching ranks, 42.4% of the men are found in part-time of junior positions (associate master and below) while 58.7% of the women are found here. Of eleven (11) assistant teaching chairmen at Seneca none are women. Of six (6) teaching chairmen only one is a woman. There are one hundred and fifty-eight (158) male masters at Seneca as opposed to sixty-three (63) females. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories with the exception of part-time staff. As shown below, women's salaries in all other areas are consistently than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate M.	\$ --	\$ *	--
Assistant M.	12,965.46	12,237.56	94.4%
Associate M.	13,834.26	11,642.25	84.2%
Master	15,001.71	13,536.42	90.2%
Assist. Chairman	17,689.18	--	--
Chairman	*	*	76.6%
Other Teaching	*	*	72.0%
Part-Time	2,178.27	2,479.82	113.8%
TOTAL	\$12,215.73	\$ 9,566.84	78.3%
<u>ACADEMIC</u>			
Clerical	--	6,807.63	--
Other Academic	14,793.00	--	--
Counsellor	15,800.50	9,274.40	58.7%
Director	*	*	79.5%
Assist. Chairman	*	--	--
Assist. Dean	23,307.16	--	--
Dean	29,666.66	--	--
TOTAL	\$19,127.03	\$ 7,769.00	40.6%

In the academic category the average woman's salary is only 40.6% of the average man's salary. This discrepancy is largely due to the fact that the majority of women are found in the clerical positions, traditionally a female field. Men, on the other hand, are mainly in the senior administrative posts such as director, assistant dean and dean.

*less than 3 people in category.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

III PROGRAMMES FOR WOMEN

At Seneca College, a Worlds of Women programme is offered to housewives wishing to make a change in their life style with a view to a possible return to work or education. It was set up in 1970 by the counselling and continuing education divisions of the college in response to needs in the community which became apparent and were continually expressed through counselling sessions and enquiries to the college.

A Study of Current Life Styles of Participants in "Worlds of Women" Programme 1970-1973 by Margaret Farnell examines the "Worlds of Women" Programme and is available from the:

Counselling & Continuing Education Division
Seneca College of Applied Arts and Technology
1750 Finch Avenue East
Willowdale, Ontario.

IV STATUS OF WOMEN ACTIVITIES

When questioned about status of women activities at Seneca, the liaison person was not aware of any committee (formal or informal) active in the area. He did recall that there had once been such a group. Later discussions with women at Seneca revealed that there has been a status of women committee meeting for the last three years at the college but as yet reaction from the administration has been only negative and the committee has thus remained an unofficial one.

SHERIDAN COLLEGE

(Oakville)

Designated liaison person: Ms Shelagh Wilkinson, Administrator
Centre for Women

College Women's Committee representatives: Ms S. Wilkinson
Ms P. Cook

I STUDENTS

A Full-time post-secondary

At Sheridan College, women students are found mainly in the Arts Division. Only 2.1% of the women are in technology programmes as opposed to 14.8% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	2.1%	14.8%
Business	16.1%	19.1%
Arts	63.9%	65.7%
Health	11.9%	0.4%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female as illustrated in the chart below.

Females as % of each Division's enrolment	
Division	% Female Enrolment
Technology	15.9%
Business	52.6%
Arts	58.3%
Health	97.3%

Women make up 15.9% of the Technology Division. When compared with other colleges this can be seen as a relatively high percentage. Women make up 52.6% of the Business Division. Further examination of the data reveals that when the Business Division is subdivided into Secretarial and Business Programmes, 98.8% of the students in secretarial courses are women and 35.4% of those enrolled in the business courses are women.

Women make up 56.8% of the total enrolment at Sheridan College. If this enrolment figure is examined and students in Health and one year courses are not considered, only a slightly different picture emerges and women are found to be 54.1% of the enrolment. At other colleges, when students in Health and one year programmes were eliminated from the total enrolment figures the figure for women as a % of the total enrolment dropped considerably.

Course enrolments give a picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

There were no figures available from Sheridan College for part-time post-secondary students.

C Continuing education

There were no available breakdowns by sex for the continuing education students at Sheridan College.

D Retraining and apprenticeship

Monthly reports of enrolments in Manpower's Adult Training Programmes broken down by sex and programme are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+ F)	Female Only
Electrical Tech.	Community Planning	Law & Security Admin.	General Arts O	Secret. Common B
Mechanical Tech.	Hotel/Restaurant Mgmt.	Chemistry Lab Tech'n.	Social Service Worker	Secret. Arts/Legal B
Construction Tech'n.	Trans. Planning	Journalism	Library Techn'n.	Secret. Arts/Exec. B
Electrical Tech'n.	Bus. Admin. B	Electronic Data Proc.	Laboratory Tech'n.	Secret. Intensive O
Engin. Tech. Common	Bus. General B	Institutional Mgmt.	Secret. Common O	Secret. Arts/Medical O
Applied Photog. Adv.	Chemical Tech.	Intensive Retail O	Secret. Legal C	Professional Model
Heavy Equip. Const.	Eng. Drafting Tech'n.	Art Fundamentals	Secret. Arts/Executive	Canadian Nanny
Techniques	Bus. Admin. O	Creat. Art Adv. B	General Arts & Science B	Secret. Arts/Medical B
	Bus. General O	Graphic Design/Illus. Adv.	Early Childhood Education	Retail Fashion Arts B
	Advertising	Intensive Retail B	Fashion Techn. & Design	Travel Counsellor B
	Computer Sci. Tech.		Craft & Design	
	Bus. Computer Systems		Research Techniques	
	Animation		Instructional Tech'n.	
	Correctional Worker		Retail Fashion Arts O	
	Media Arts I		Art Education	
	Media Arts O		Travel Counsellor O	
	Marina Operations		Animal Care	
	Athl. Training & Mgmt.		Diploma Nursing	
	Graphic Design			
	Photography			

II

STAFF

48.1% of the staff at Sheridan College are female.
Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	169	113
Academic	12	6
Support	19	28
Administration	39	94
Plant	31	5
Ancillary	3	7
TOTAL	273	253

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that even in the sub-categories women still receive less money than men with the exception of the other teaching group.
- 3) 66.3% of the men and 47.0% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 45.1% while the male figure remains constant. This drop is not as large as the drop in the majority of other colleges and this could be partially due to the fact that only five women are ranked as clerical academic staff which indicates that the majority of the secretarial staff would be classified in either the support or the administration category.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$11,939.23	\$ 8,662.23	72.6%
Academic	18,557.58	7,613.16	41.0%
Support	8,491.63	6,739.85	79.4%
Administration	12,450.17	6,887.95	55.3%
Plant	8,589.70	4,806.60	56.0%
Ancillary	5,566.00	5,306.42	95.3%
TOTAL	\$11,612.81	\$ 7,596.33	65.4%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$11,000. Briefly what the above chart shows is that at Sheridan College the average female salary is only 65.4% of the average male salary. In the academic category this figure drops to 41%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	5	2
	Assistant Master	16	9
	Associate Master	30	15
	Master	67	38
	Chairman	14	2
	Other Teaching	1	4
	Part-Time	36	43
TOTAL		169	113
Academic	Clerical	--	5
	Other Academic	1	--
	Director	5	1
	Dean	6	--
TOTAL		12	6

In teaching ranks, 52.1% of the men are found in part-time or junior positions (associate master and below) while 64.6% of the women are found here. Of sixteen (16) teaching chairmen at Sheridan College only two (2) are women. There are sixty-seven (67) male teaching masters as opposed to thirty-eight (38) female teaching masters. Although qualifications are set for each rank, examination of data still shows women to be receiving lower salaries in all sub-categories with the exception of the other teaching area. As shown below, the women's salaries are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$ *	\$ *	75.2%
Assist. Master	12,228.18	11,522.77	94.2%
Assoc. Master	13,939.20	11,613.46	83.3%
Master	14,487.67	12,265.73	84.7%
Chairman	*	*	81.4%
Other Teaching	*	*	125.3%
Part-Time	3,909.27	3,373.97	86.3%
TOTAL	\$11,939.23	\$ 8,662.23	72.6%
<u>ACADEMIC</u>			
Clerical	--	5,640.20	--
Other Academic	*	--	--
Director	*	*	91%
Dean	19,672.16	--	--
TOTAL	\$18,557.58	\$ 7,613.16	41.0%

In the academic category the average woman's salary is only 41% of the average man's salary. This discrepancy is due to women being mostly in the clerical positions, traditionally a female field. In fact, of the six women in the academic category, five are classified as clerical. Men in the category, on the other hand, are mainly in senior positions such as director and dean.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

Sheridan, through its newly operating Women's Centre offers a number of courses for women. Some of those offered during the fall-winter 1974-75 semesters were:

The Image of Women in Film

The Psychology of Women (in a social context)

Women Here Women Now - a twenty week lecture series which covers various aspects of life which have an influence on women in today's world. Different guest speakers are featured each week.

The Changing Role of Women in Canada

Self-Defence for Women

Women in Literature II (Contemporary).

Sheridan College has been offering women's courses, both credit and non credit, for the past three years. These have changed according to the needs expressed by the community and perceived by the faculty.

IV STATUS OF WOMEN ACTIVITIES

The Women's Committee at Sheridan College has previously restricted its activities to development of women's programmes and a women's centre. Discussions during a visit there, however, indicate that both the President and the women's committee are in the process of developing terms of reference for a Status of Women Committee to do a report on staff and students at the college. From all indications they intend to do a full scale report and the President does not want any kind of a whitewash job done in his college. It is predicted that he will co-operate fully with any Status of Women Committee.

V ADDITIONAL INFORMATION

A visit was made to Sheridan College on January 31, 1975. Meetings were held with the following people:

Ms S. Wilkinson:	Director, Women's Centre
Mr. Porter	President
D. Curzon	Accounting (faculty) Sheridan Women's Comm.
P. Cook	Co-ordinator, Community Services, Sheridan Women's Committee

S. Bertwhistle: Campus Administrator, Sheridan Women's Comm.
E. Bannister: Assistant Registrar, Sheridan Women's Comm.
F. Wilson: Philosophy (faculty) Sheridan Women's Comm.

Ms Wilkinson began January 4, 1975 as Director of the Women's Centre. Although physical space is presently limited, on completion of a new building this summer, there will be a physically autonomous centre.

The Sheridan Women's Committee has been active now for about four years. They have been responsible for the development of women's studies courses at the college for full-time, part-time and extension students. Their major thrust, now that a Director of the Women's Centre has been appointed, will be to set up a status of women committee for the college itself. Additionally the Sheridan Woman's Newsletter has been started giving much needed information on the status of women to people in the college and community.

During talks with Mr. Porter, the issue of a status of women study was discussed in detail. He was particularly interested in what other colleges and universities have done in this regard and what kinds of information would be sought. His reaction to that information was favorable and his intentions following our one and a half hour meeting were to establish a committee and terms of reference as soon as possible.

The meetings at Sheridan did not reveal any new information. They did, however, confirm that Sheridan is active in the area of programmes for women (internally and in the community) and can serve as a model for other colleges to follow.

SIR SANDFORD FLEMING

(Peterborough)

Designated liaison person: Ms Bonnie Kennedy, Co-ordinator
Programmes for Women

College Women's Committee representative: Ms B. Kennedy

I STUDENTS

A Full-time post-secondary

At Sir Sandford Fleming College, women students are found mainly in three Divisions: Business, Arts and Health. Only 3.2% of the women are in technology programmes as opposed to 25.2% of the men. The following table shows the distribution by sex and programme of full-time post-secondary students in the college.

Division	Females	Males
Technology	3.2%	25.2%
Business	32.3%	18.6%
Arts	33.5%	13.3%
Health	28.3%	0.5%
Other	2.7%	42.4%
TOTAL	100.0%	100.0%

Examination of the enrolment by Division shows that women tend to predominate in those fields traditionally stereotyped as female as demonstrated in the chart below.

Females as % of each Division's enrolment

Division	% Female Enrolment
Technology	6.7%
Business	49.6%
Arts	58.9%
Health	2.7%
Other	3.5%

Although women make up 49.6% of the enrolment in the Business Division, further examination of the data reveals that when the Division is subdivided into Secretarial and Business programmes, 100% of the students in secretarial courses are women but only 30.6% of those enrolled in the business courses are.

Women make up 36.3% of the total enrolment at Sir Sandford Fleming College. The majority however are in one year programmes and in Health. If students in Health and in one year programmes are not considered in the statistics, a very different picture emerges and women are found to be 22.8% of the enrolment.

Course enrolments complete the picture of a stereotyped student pattern as illustrated on the next page. The courses with only women enrolled are typically female and those with only men, typically male.

B Part-time post-secondary

There were no figures available from Sir Sandford Fleming on part-time post-secondary students.

C Continuing education

(Combined figures for Peterborough, Cobourg, Lindsay)

Course Division	Males	Females
Applied Arts	155	390
Fine Arts	131	391
Business	230	397
Technical	499	18
General Interest	1405	2310
TOTAL	2420	3506

These figures are from 1974.

D Retraining and apprenticeship

APPRENTICESHIP INTAKES - JANUARY 1974 TO DECEMBER 31st 1974

Small Engine Mechanics		Male
January	Advanced	4
	Basic	1
March	Advanced	3
	Basic	1
May	Basic	2
August	Basic	1
	Advanced	1
October	Basic	1
	Advanced	
TOTAL		14

Hairdressing		Female	Male
January	Advanced	12	1
April	Basic	15	
September	Advanced	10	
TOTAL		38	1

Carpenters		Male
January	Basic	16
TOTAL		16

Electricians		Male
January	Intermediate	20
February	Advanced	20
September	Intermediate	18
TOTAL		58

Total enrolment of all apprenticeship courses was 126. Of these 37 were women (29.4%), all of whom were enrolled in hairdressing. The men were apprenticed as small engine mechanics, carpenters and electricians with one exception in hairdressing.

Breakdowns on enrolments by sex and programme of Manpower's Adult Training Programmes are available within the Ministry.

ENROLMENT OF FULL TIME POST SECONDARY STUDENTS BY PROGRAMME

Male Only	Majority Male (0-35% F)	Equal Male/Female (35%-65% F)	Majority Female (65%+F)	Female Only
Mechanical Tech'n. Engin. Drafting Tech'n. Electro-Mech. Tech. Electronic Tech'n. Civil Tech. Photog. Sales Const. Engin. Tech'n. Recr. Vehicles&Marina Mgmt. Forest Tech. Geological Tech. Heavy Equip. Tech'n. Electrical Tech'n. C Indust. & Mech. Tech'n. Fish&Wildlife Tech. Forest Recr. Tech. Cartographic Tech.	Indust. Engin. Tech'n. Audio/Visual Tech'n. Electrical Tech'n. Business Admin. Business General Law & Security Admin. Forest Tech. Farm Management Retail Sales Gen. Arts & Science L Business Admin. C Forest Biology Tech'n.	Tourism & Transport Educ. Resources Tech'n. Recreation Leadership Gen. Arts & Science Fine Arts Admin. Laboratory Tech'n.	Social Service Worker Early Childhood Educ. Diploma Nursing Business General C	Secret. Arts/Exec. Secretarial Exec. Secret. Arts/Medical Secretarial Medical Secret. Arts/Legal Secretarial Legal Home Economics Secret. Arts/Common Secret. Arts/Common

II

STAFF

36% of the staff at Sir Sandford Fleming College are female. Women are found in all staff categories as outlined below.

Category	No. Males	No. Females
Teaching	135	46
Academic	10	15
Support	13	16
Administration	18	26
Plant	21	4
Ancillary	2	5
TOTAL	199	112

Although represented in all areas, however, further breakdowns reveal several important factors:

- 1) In all categories average female salaries are much lower than average male salaries.
- 2) Examination by sub-category in the teaching and academic fields reveals that women are under-represented, particularly at senior levels and that in sub-categories women still receive less money than men with the exception of part-time workers and counsellors.
- 3) 72.9% of the men and 54.5% of the women seem to be in the "professional" categories (i.e. teaching and academic). If the clerical academic staff are not included, however, the percentage of women considered "professionals" drops to 42.9% while the male figure remains constant.

In examining staff salaries by category the following statistics result.

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Teaching	\$12,995.91	\$10,506.80	80.8%
Academic	14,582.10	7,037.46	48.3%

Category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
Support	\$10,362.92	\$ 6,062.18	58.5%
Administration	13,735.44	6,105.07	44.4%
Plant	7,976.57	5,989.75	75.1%
Ancillary	*	*	82.6%
TOTAL	\$12,378.37	\$ 8,005.02	64.7%

In no category do women earn near the same salary as the men and in the academic category the difference in average salary is approximately \$7,500. Briefly, what the above chart shows is that at Sir Sandford Fleming College the average female salary is only 64.7% of the average male salary. In the academic category this figure drops to 48.3% and in the administration category to 44.4%.

More detailed breakdowns by sub-category are available for teaching and academic staff. They show women predominating in the junior teaching ranks. Given below are the statistics by sub-category comparing women's participation rates and salaries with those of men.

Category	Sub-category	No. Males	No. Females
Teaching	Affiliate Master	4	3
	Assistant Master	45	25
	Associate Master	22	4
	Master	14	3
	Assistant Chairman	3	--
	Chairman	6	--
	Other Teaching	37	8
	Part-Time	4	3
TOTAL		135	46
Academic	Clerical	--	13
	Counsellor	5	--
	Director	4	--
	Chairman	--	1
	Dean	1	--
TOTAL		10	15

*less than 3 people in category.

In teaching ranks, 83% of the men are found in part-time or junior positions (associate master and below) while 93.5% of the women are found here. Of the three assistant teaching chairmen and six teaching chairmen at the college, none are women. There are fourteen male teaching masters at Sir Sandford Fleming and only three female. Although qualifications are set for each rank, examination of data still shows women receiving lower salaries in all sub-categories except the part-time one. As shown below, women's salaries in other cases are consistently lower than those of their male counterparts.

Category & Sub-category	Average Salary		Female Average Salary as % of Male Average Salary
	Male	Female	
<u>TEACHING</u>			
Affiliate Master	\$ 9,333.25	\$ 8,602.33	92.2%
Assist. Master	11,439.11	10,426.32	91.1%
Assoc. Master	13,193.54	11,941.25	90.5%
Master	14,693.85	12,125.33	82.5%
Assist. Chairman	14,628.00	--	--
Chairman	19,769.33	--	--
Other Teaching	14,317.37	12,643.25	88.3%
Part-Time	3,535.00	3,853.66	109.0%
TOTAL	\$12,995.91	\$10,506.80	80.8%
<u>ACADEMIC</u>			
Clerical	--	5,835.23	--
Counsellor	12,013.40	12,504.00	104.1%
Director	14,841.00	--	--
Chairman	--	*	--
Dean	*	--	--
TOTAL	\$14,582.10	\$ 7,037.46	48.3%

In the academic category the average woman's salary is only 48.3% of the average man's. This discrepancy is due to women being largely in clerical positions, traditionally a female field. Of fifteen women in this category, thirteen are classified as clerical. Men, on the other hand, are mainly in senior administrative posts such as director.

In order to ascertain that the above discrepancies in participation rates and salaries are due to sex, other variables such as age of employee, qualifications and experience must be considered. This point is made in the main body of the report.

*less than 3 people in category.

III PROGRAMMES FOR WOMEN

The Continuing Education Division offers the following courses for women:

- Personal Development for Women - a fashion deportment, beauty course conducted by a former model
- Introduction to Psychology - a credit course designed to introduce students to psychology in a life related way
- Lecture Series for Women - eight different speakers lecture on the various aspects (legal, emotional, etc.) of divorce
- Women in Literature - the depiction of the "heroine"
- Conversational Spanish
- Conversational French
- Ski Programme for Women
- Principles and Practices of Community Service - basic theories of inter-personal communication
- Management for Women: The First Step

Babysitting is provided with these courses at a minimal cost. A number of the above courses, e.g. Conversational Spanish and Conversational French, although included under the umbrella of Women's Programmes at the college, are not perceived as such by this study.

Sir Sandford Fleming hired Ms Bonnie Kennedy in August of 1974 as co-ordinator of programmes for women. She is responsible for developing and organizing the above programmes.

Bonnie Kennedy is also chairperson of an International Women's Year Committee which was set up to encourage participation of Peterborough women in IWY and to focus public attention on the status of women. The committee functions as a co-ordinating body for all women in the community - all women's groups, women's clubs, women's athletic associations. Projects of Peterborough women are communicated through a bimonthly newsletter.

IV STATUS OF WOMEN ACTIVITIES

As far as the project could ascertain, there is no status of women committee operating at Sir Sandford Fleming on either a formal or an informal basis. It should be noted however, that the co-ordinator of women's programmes at the college is very involved in status of women activities within the town of Peterborough.

Government
Publications

Government
Publications

